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ABSTRACT

This supplementary guide, for use with Cambodian-speaking students in Grades K-3 in Chicago public schools, is keyed directly to the standard social studies curriculum guides for those grades. The content focuses largely on Cambodian culture and history in order to enable the student to increase his/her knowledge and understanding of the native country while simultaneously learning about the United States, particularly the city of Chicago. A strong emphasis is placed on awareness of the equal dignity and value of students of all ethnic, social, and economic backgrounds and on preparation for becoming fully-participating citizens. (CMG)

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# SUPPLEMENT TO THE CURRICULUM GUIDE FOR SOCIAL STUDIES: CAMBODIAN-SPEAKING STUDENTS

## KINDERGARTEN-GRADE THREE

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Working Draft

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PREFACE

The differentiated Supplement to the Curriculum Guide for Social Studies: Cambodian-Speaking Students is congruent with the design, structure, scope, and sequence of the general program of instruction of Chicago public schools and is directly related to publications for four levels of the Curriculum Guide for Social Studies: Kindergarten, primary one, primary two, and primary three.

The structure and content of the supplement are primarily directed toward enhancing the academic progress and self esteem of the Cambodian student, K-3. The content is largely focused upon Cambodian culture and history in order to enable the Cambodian student to increase his/her knowledge and understanding of the native country while simultaneously learning about the United States, particularly the City of Chicago. A strong emphasis is placed on respectful and informed awareness of the equal dignity and value of students of all ethnic, social, and economic backgrounds and on preparation for becoming citizens who will participate fully and loyally under the democratic, constitutional system of government.

It is hoped that this publication will be a useful resource for all teachers who interact with Cambodian students and for all students who have the privilege of engaging in learning/teaching activities with Cambodian students as they, together, develop understanding and appreciation of the culturally pluralistic nature of the American way of life.

Note

The cycle years indicated in this publication correspond to grades as follows:

| Cycle Year | Grade |
|---|---|
| Kindergarten | Kindergarten |
| Primary One | Grade 1 |
| Primary Two | Grade 2 |
| Primary Three | Grade 3 |

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KINDERGARTEN

UNITS I-IX

UNIT I: ACQUAINTANCES

## ខ្លឹមសារ : ការបង្ហាញខ្លួនស្គាល់គ្នា

A. My Identification ការសិក្សាអំពីខ្លួនឯង

p. 6 Help the children identify the following information:

"My name is ____." ខ្ញុំឈ្មោះ.....

"I am _____ years old." ខ្ញុំអាយុ.....

"I am a Cambodian." ខ្ញុំជាជនជាតិខ្មែរ

Have them say the above sentences in Cambodian and English several times.

Point out similarities and dissimilarities in physical appearance between Cambodians and another group, such as -- Cambodians have black eyes, brown or dark yellow skin, black hair; a few have curly hair; they are usually not tall and their noses are flat and broad. The student of (Polish) background has....

Have the children learn these words in both English and Cambodian.

hair សក់

eyes ភ្នែក

mouth មាត់

nose ច្រមុះ

ears ត្រចៀក

Read the following poem about the words eyes and nose in order to help the children increase their vocabulary:

ច្រមុះនិងភ្នែក "The Nose and the Eyes"

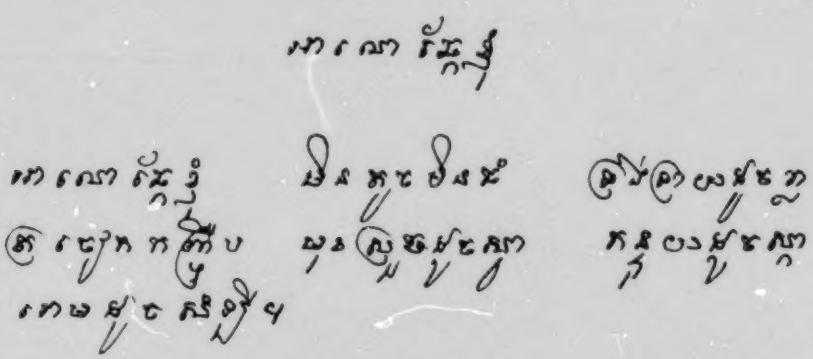
ច្រមុះនិងភ្នែកមានរឿងរ៉ាវគ្នាថា  ភ្នែកតែងតែពាក់វ៉ែនតាជូនច្រមុះ
ធ្លាប់ជួបជុំគ្នាតាំងពីតូចរហូតមក  ចង់ឲ្យវាឈប់ធ្វើការនេះផងដែរ។
ភ្នែកក៏បានប្តឹងរឿងទៅច្រមុះថា  បន្ទាប់មកច្រមុះក៏ឲ្យហ្វូង
ស្លាប់ដែរ ព្រោះតែត្រូវទ្រាំទ្រ  ដើរដល់របៀបរបៀងច្រមុះ។
ច្រមុះនិងឆ្លើយតបទៅភ្នែកវិញ  ភ្នែកក៏ឈឺឈប់ឈរមិនត្រង់
អាណិតក្នុងចិត្តមែនទែនហើយ  ក្លាំងក្លូងដួលជាប់ជង្រុកមាន។

Explanation: One day the nose complained to the eyes that the eyes should not wear glasses and let them stay upon him. He was sick and tried of holding them. The eyes, then, could not see their way and ran into a fence. The nose got badly hurt, confessed his mistake, and pleaded with the eyes to wear glasses again.

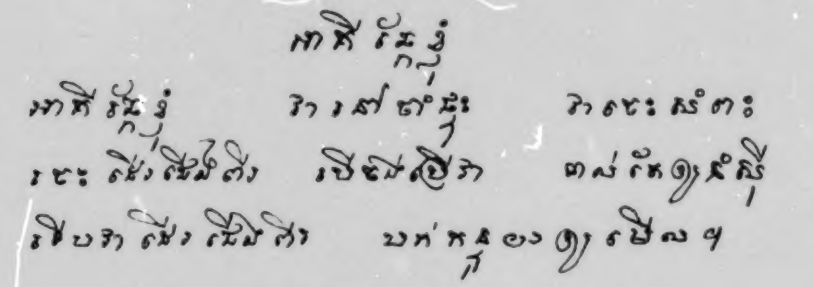
B. My Interest ការចាប់អារម្មណ៍របស់ខ្ញុំ

p. 8 Make a chart or list of animals in Cambodian, and animals which have not been found in Cambodian, such as the giraffe, zebra, hippopotamus, and seal. Teach the following songs:

"Lo, My Dog"



"Ki, My Dog"



Loose translation of "Lo, My Dog" and of "Ki, My Dog."

His body is in good shape, seems like a tiger:
Big ears, face pointed like a monkey's;
The tail is like a skunk's, the hair is like cotton.

He watches the house,
Knows how to recognize his owners and how to waltz
on his hind legs.
You have to give him a cake if you want him to perform,
And then he wags his tail with happiness.

UNIT II: MY CLASSROOM

ខ្លឹមសារ : ថ្នាក់រៀនខ្ញុំ

B. Features and Characteristics ចំណុចពិសេសលក្ខណៈ

p. 20 The flag of America and the flag of the Khmer Republic.

Draw and tell the meaning of the flag of America and of Cambodia. Have the children draw and color the flag.

Have the children examine the flag of Cambodia and discuss what its symbols represent, such as Angkor Wat, three stars, and colors.

Display the flags and tell the children to count the numbers of stars on each flag. Tell the meaning of the stars of each flag. Tell the children that the most recent Cambodian flag does not have any stars.

Explain the words Khmer, Khmera, Cambodia.

(ខ្មែរ) (ខ្មែរា) (កម្ពុជា)

Help the children sing the following Cambodian song of patriotism and have them repeat it:

ដែនដីខ្មែរ

ដែនដីខ្មែរស្រែចា ស្មុំណាភូមិ ស្នាក់គ្រប់ភូមិរមណីយសិល្បៈ
ក្សេមក្សាម តាមកសិកម្មករ ទ្រព្រ័ត្រជ្រលា ស្រូវត្រូវស្រាម
សាមដើម។

"Land of Khmer"

The Land of the Khmers means Land of Gold. All villagers are very pleased to live, all Cambodians have been living harmoniously with one another.

C. Room Rules and Regulation

p. 21 Give several reasons why children should be polite toward their teacher at school, in the classroom, and wherever and whenever they meet the teacher.

Explain that Cambodian children minister to and show respect toward teachers in several ways, such as --

by rising from the seat in salutation
by waiting on the teacher
by removing the hat when greeting the teacher
by crossing the arms while talking to the teacher
by listening to his/her instructions with attention
by receiving instructions respectfully.

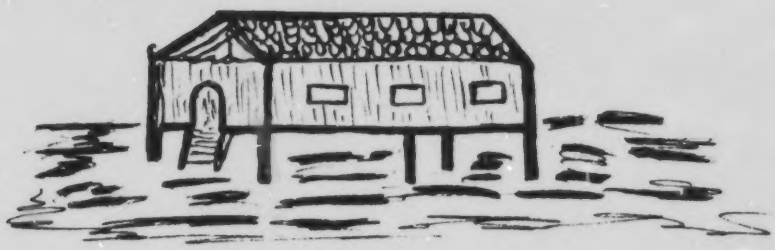
UNIT III: MY FAMILY

ខ្ញុំ ក : គ្រួសារខ្ញុំ

A. Identification of My Family  ការសិក្សាអំពីគ្រួសារខ្ញុំ

p. 31 Show a picture of the house in Cambodian style on the chalkboard, and help the children complete these sentence:

My { grandfather / grandmother / father, mother / brother / sister } live in my house. (all live in my house.)



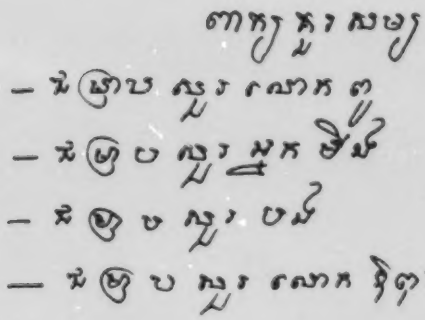
Have the students learn the following poem:

ផ្ទះខ្ញុំ (My House)

ផ្ទះខ្ញុំ ផ្ទះស្អាត  មិនចង្អៀតផ្ទះណា
ប្អូនបងជាស់ស្មើ  ផ្ទះខ្ញុំសប្បាយ
ស្មានិះពេកក្រៃ  ទីជួតគ្រែបង់គ្នី
ឱ្យស់បងជាយបងអើ។

This is a Cambodian (style) house.
It is not a floating house, and it does not sit
on the ground.
My house is tall and large;
In the daytime or nightime there always is a
good breeze.

Let the children practice courtesy as habitually performed in Cambodian families, such as in the following practice:



"Greetings"

We bow to the uncle.
We bow to the aunt.
We bow to the brother.
We bow to the father or mother.

Note: Greeting respectfully is accompanied by hands held in a prayerful position and with a bowing of the head.

B. Activities and Interest of My Family

p. 32 Tell how to share happiness with the people in the family. Play the game of Seek-and-Hide* ( ល្បែងលាក់កន្លែង ) just for fun.

Play the following game:

The Eagle Catches the Baby Chicks*

Children of both sexes can play this game. One child will act as an eagle. His duty is to try to catch (touch) the baby chicks that are under their mother's protection. Another child will be the hen, protecting her chicks from being caught or touched. The hen and the chicks must be in a queue holding the hip of the one in front of him/her. The eagle catches the chicks, and the hen protects them from being caught. Any chick which gets touched by the eagle is assumed dead and must take turns acting as the eagle. This game will make children vigilant both physically and mentally.

Song ("The Eagle Catches the Baby Chicks")

"ល្បែងចាប់កូនខ្លែង"

ចាប់កូនខ្លែង បង្កើតកូនអស់
ម្តាយតាមមាន់ លួចអង់អាសាក់
សាក់ម៉ាស បីក្បាលប្រាប់
ខ្លាចក្រែង ស្រុសស្លាប់! ស្រុសស្លាប់!

*This game is not the same as the American game of Hide-and-Seek.

## ចម្រៀងស្នែងចាប់កូនមាន់

<u>ខេប្បវិបន្ទេស</u>: កុមារតាំងជាជួរខាងមុខ អាចលេងចម្រៀងនេះបានៗ
កុមារក្រុងដើរាសកូនស្នែងសំពាប់ចាំមើល ចាប់ឬទះឲ្យប៉ះ
កុមារដទៃទៀត ព្យាយាមកូនមាន់។
កុមារម្ចាស់ដំបាងខាងមារមាន់ ឯកុមារជាកូនមាន់ត្រូវលេងគាំង
ជង្គេះបន្តិចម្តងៗ តាមសំលាប់កំពស់។ កូនមាន់ត្រូវតែរាង
ចម្ងាយនឹងការពារ កុំឲ្យកុមារជាសត្វស្នែងចាប់ឬទះបាន
ប៉ុន្តែកូនមាន់មិនត្រូវឲ្យរបូតមាត់ជើងចេញឡើយ ដោយសារ
តែជាអំពើការមើលថែរបស់សត្វស្នែង។ កូនមាន់ណាឲ្យលេង
ព្យួលឲ្យស្នែងទះឬប៉ះបានឆ្ងាយដាស្ងាប់ ចាំលេងក្រុងក្រោយ
បានដើរាសស្នែង។ ចម្រៀងនេះបណ្តាលឲ្យកុមារមានស្មារតី
ទាំងអស់ និងរហ័សរហួនតាំងចិត្តនឹងការងារ។

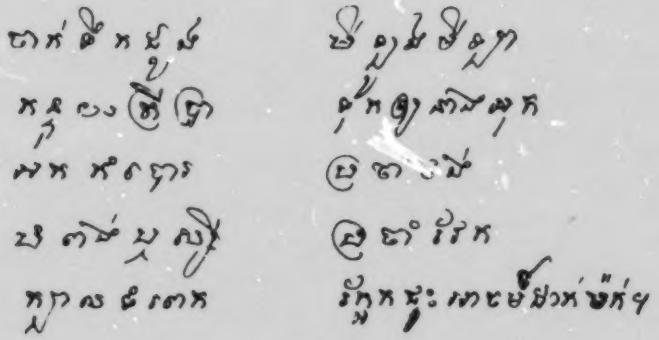
Song: "The Eagle Catches the Baby Chicks" (free translation)

Catch the baby eagle and play with the chick.
The owner of the chicken comes to watch the eagle and
bring the chicken to be hidden.
Where do you hide the chicken? In the Kracob (tree).
The tiger sees the chick, pounces on the owner, and the
owner hobbles away hurt.

Note: This is a very popular game with young people during the New Year celebration.

Play the game of Chak Touek Daung "Pour the Coconut Juice."

Song:



How to play:
This game can be played with a group of five or six children. One child will stand up, the others stand around him/her making a circle. All sing. The children of the circle will extend their right palm, while the one in the middle points at those palms with her/him forefinger, keeping time to the song. Anyone whose palm is pointed at right at the end of the song will keep his/her palm behind his/her back. This process will be continued until there is only one left. The last one then takes a turn standing in the middle, and the game is repeated.

UNIT IV: MY HOME

អង្គនី ៤ : គេហដ្ឋានរបស់ខ្ញុំ

A. Concept of a House អំពីគំនិតអំពីផ្ទះ

Show the children pictures of various types of houses.

p. 45 Tell the children that most of the Cambodian houses are built on pillars, have a thatched or tiled roof, and are elevated above the ground. How they are built depends on the climate and materials available.

Tell the children that other styles of houses are the Chinese style, the Japanese style (a few), and the western style.

B. Life in the Home ជីវភាពនៅក្នុងផ្ទះ

p. 49 Teach the children how to use polite words and show respect for the elders at home or in a village in accordance with Cambodian custom. Practice the following greetings in both Cambodian and English:

| | | |
|---|---|---|
| Hi, Hello | ជំរាបសួរ | Cham reap sour |
| Good Morning | អរុណសួស្តី | A run sour sa day |
| Good Afternnon | ទិវាសួស្តី | Tivia sour sa day |
| Good Evening | សាយណ្ហសួស្តី | Sa yan sour sa day |
| Good Night | រាត្រីសួស្តី | Ria trey sour sa day |

Point out that choice of terms of address depends upon status; for example, knyum (I) is not used in addressing the king or a Buddhist monk (Toul-Preah-Bang-Kom for the king and Knyom Preah Karuna for the Buddhist monk).

[illegible]

Note: (Explanation of the Greeting)
The Cambodian children must pay respect to the elders, obey them, and use polite language. According to Cambodian tradition, the Cambodian teacher instructs the children in how to converse with and address people politely -- the Buddhist monk, rulers, the professor, etc.

C. Care of the Home [illegible]

p. 51 Tell the children ways in which they can help their families in keeping the house neat and clean before or after school time. Explain the idea of cleaning and taking care of the home.

Discuss the ethical code for children and explain the following:

[illegible]

Sleeping too much will affect your well being. If you eat, you should think of and share with the others, even though you are very hungry.

Set up a sleeping schedule. Keep the bed clean and neat so the angel will take care of you and wish you prosperity and happiness.

UNIT V: MY WHOLESOME USE OF LEISURE

អង្គនី ៥: ការកំសាន្តរបស់ខ្ញុំ

A. Concept of Wholesome Leisure គោលគំនិតនៃការកំសាន្តដ៏ពិតប្រាកដ

p. 62 Explain to the children one of the most popular leisure time games, Tug-of-War ( ការប្រកួតអូស ). One strong cord or any material that can be pulled can be used to play the game.

How to Play

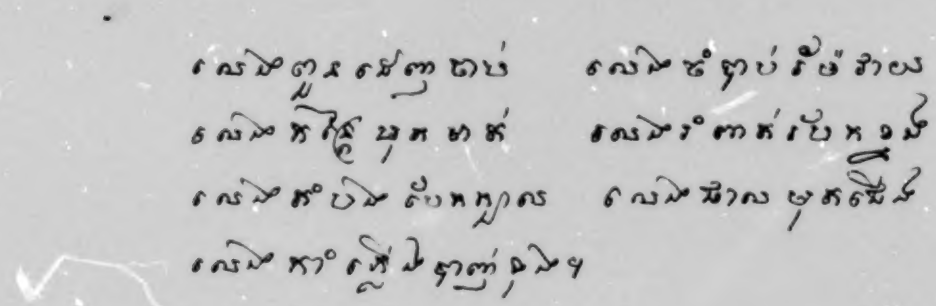
ការចងដួង ត្រូវឲ្យមានក្រុមពីរក្រុម រវាងមីដាក់ក្បាច់ដែលចេះលើកដួងច្រើនជាងគេ ក្រោយពីចងដួងរួច ក្រុមទាំងពីរត្រូវឈរតម្រង់ជួរមុខគ្នា ដោយចាប់ខ្សែដែលភ្ជាប់ជាប់នឹងដួង ហើយត្រូវប្រកួតអូសគ្នាម្នាក់ម្តងៗ ដោយក្រុមណាដែលអូសបានច្រើនជាង ក្រុមនោះជាអ្នកឈ្នះ ដូចការប្រកួតបាល់ទាត់ដែរ។

Note: This game will provide good physical exercise as well as harmony and fun. The rules in Cambodia and America are alike.

B. Places for Wholesome Leisure កន្លែងសម្រាប់លេងការកំសាន្ត

p. 65 Help the children select places to play safely, such as the playground of the school, the park, or a garden (on the grass, off the street).

Give simple rules on how to play safely, and tell the children not to play with dangerous things such as scissors, knives, and fireworks. Explain the proper use of items that are dangerous when used improperly. Write the following on the chalkboard:



Translation:

1. Don't play Seek and Hide at night. Someone will get you.
2. Mother will beat you if you wrestle.
3. Don't play with the scissors or you'll hurt your mouth.
4. Don't play with switches or you'll get beaten with one.
5. Don't play with hard, heavy sticks or you'll get your head hurt.
6. Don't play with the plow shaft or you'll cut your leg.
7. Don't play with a rifle or the gun might go off.

C. Leisure in Other Parts of the World

p. 66 Help the children learn how to invent something through their imagination, exercise their body, amuse themselves, and learn something new.

Organize a picnic for the children and locate places to play safely, such as on the beach.

Teach the children how to use wet sand to put up a house, a cave, a mountain, etc., with decoration.

Suggested Study Materials: a pail and a spade or shovel

(SAND MOUNTAIN)
- inventing something new and exercising the body
- meeting new friends and having fun

UNIT VI: MY RESPONSIBILITIES

[illegible]

A. Concept of Responsibility [illegible]

p. 79 Discuss appropriate materials or toys with which children like to play and discuss ways of being responsible for those things.

Discuss with the children what their moral responsibilities are at school and at home; point out that students must always be getting ready to be good citizens of America.

Showing Moral Responsibility in School

. saying "Hello" to the teacher at any first meeting
. obeying the classroom and school regulations
. listening to the teacher with attention
. being on time
. getting ready to be a good citizen.

[illegible]

[illegible]

B. Opportunities for Exercising Responsibilities [illegible]

p. 79 Tell the children about such responsibilities as getting up early in the morning, getting to school on time, washing the hands before and after meals, and washing the feet before going to bed.

Learn about the three charms (attractiveness) of man through the story of កបិលមហាព្រហ្ម.
(Kabila Mahabhramana)

ពេលព្រឹក : សិរីមង្គលស្ថិតនៅលើមុខ ដូច្នេះហើយទើបយើងត្រូវលាងមុខពេលព្រឹក
ពេលថ្ងៃត្រង់ : សិរីមង្គលស្ថិតនៅលើទ្រូង ដូច្នេះហើយទើបយើងត្រូវងូតទឹកពេលថ្ងៃត្រង់
ពេលល្ងាច : សិរីមង្គលស្ថិតនៅលើជើង ដូច្នេះហើយទើបយើងត្រូវលាងជើងមុនចូលដេក។

The Three Charms a Man Should Perform

In the morning: Charm is on the face, so we have to wash our faces when we get up in the morning.

At noon: Charm is on the chest, so we have to take a bath at noon.*

In the evening: Charm is on the feet, so we have to wash our feet before bedtime.

## រឿងកបិលមហាព្រហ្ម និងក្មេងស្រីតូច

មានរឿងមួយណាស់ថា តាសង់ចង់ឃើញមុខរបស់កបិលមហាព្រហ្មខ្លាំងណាស់ ដោយសារតែគាត់ចង់ដឹងថាមុខគាត់ស្អាតយ៉ាងណា។ «តើសិរីមង្គលនៅត្រង់ណា?»

ប្រស្នានេះមានន័យថា៖ ប្រសិនបើអ្នកណាចាញ់ក្តី ប្តឹងអ្នកស្រុកបង់ប្រាក់ ឬសង់ចង់ដឹងថាមុខគាត់

*Since it is hot at noon, people perspire; siesta time is observed.

ប្រាប់ពួកគេអំពីរឿងនេះ ដើម្បីលើកទឹកចិត្តឲ្យពួកគេ
ចេះលាងមុខ ងូតទឹក និងលាងជើងមុនពេលចូលគេង។
ប្រាប់ពួកគេថា ពួកគេនឹងទទួលបានសំណាង ភាពទាក់ទាញ
ភាពស្រស់ស្អាត ជាដើម ដោយសារការធ្វើដូចនេះ។

Tell the children the above story, "The Story of Kabila Mahabhram and Thammabala," to encourage them to form the habits of washing their face, taking a bath, and washing their feet before bedtime. Tell them that it is said that by doing these things they will get fortune, charm, attractiveness, etc.

UNIT VII: FRIENDSHIP

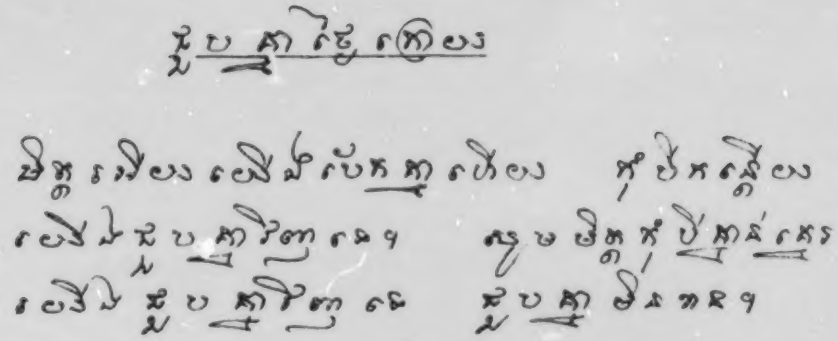
A. Concept of a Friend

p. 92 Discuss with the children rules for being friends in the classroom. Provide activities for children to share ideas and thoughts concerning friendship at school, at home, and in the community, in Cambodian culture.

Five Ways of Showing Friendship

By generosity
By courteous speech
By being helpful and handy
By being impartial
By being fair and faithful

Teach the children the friendship song "See You Again":



"See You Again" (Summary)

Oh! my friends, I am leaving
you now. Don't worry. I do
hope to see you again.

C. Friends in Other Places

p. 98 Help the children locate on a map of Chicago their dwelling place. Mention the name and home location of each child. Locate on a map or globe the native country of each child not born in the United States. Help all the children play games of those countries. Explain the feeling of friendship of people who are neighbors in a new country and how to extend friendship to include others.

Teach the children how to say the word friend in many languages, especially those languages represented by the children in the classroom.

UNIT VIII: FRIENDS IN ANOTHER CITY IN OUR COUNTRY--
LOS ANGELES

B. Types of Activity in Los Angeles and Chicago

p. 113 Compare and contrast occupations in the city of Chicago with those in Los Angeles and those in Battambang City. Tell the children that Los Angeles and Chicago are large industrial cities; therefore they have many of the same industrial-type occupations; Battambang City is also large, but is an agricultural city, not an industrial city. Explain to the children that Cambodia has not been industrialized so much as Chicago because of wars and the political and geographical aspects. Tell them that the Asian countries around Cambodia are also industrially underdeveloped.

Develop the idea of the Cambodians loving their own country, their gentleland. Talk about "There is no place like home."

Discuss recreational and cultural facilities in Chicago and Los Angeles. Tell about activities in Battambang City, especially the museums and tourist centers. Remind the children that many places of historical and modern interest were destroyed during the Vietnam War.

Remind the children that culture of over 4,000 years is exhibited in Cambodia and that they should be proud of that fact. Tell them that ruins (what phnom sampeou) etc. have antiques in exhibit which are many centuries old.

D. Points of Interest In Los Angeles and Battambang

p. 116 Discuss with the children the climate in Battambang. Tell them that there are two main seasons in Cambodia, the dry season and the rainy season. The rainy season includes the monsoon time. The rainy season lasts from May to November. The temperature of Cambodia ranges from 85°F to 105°F in the dry season.

Compare location, ethnic groups, industry, cost of living, etc. of the three cities.

Tell the children: Cambodia is an agricultural country. More than 85 percent of the people are farmers. The soil is rich. The province of Battambang is flat, and much of the land is inundated. It is the largest province and is especially known for its rice stock. More Cambodians live in Los Angeles than in Chicago because of the similarity of the weather in Los Angeles and Cambodia.

Provide the following information:

Location: Battambang is located in the western part of Cambodia and is a bordering province on the Thai-Cambodian frontier.

Climate: It is usually warm and sunny during the day. The average temperature ranges from 64°-104°F.

Population: The population in 1969 was 1,000,000.

Ethnic Groups: Chinese, Vietnamese, Cambodian Muslems, Kuoy, Sam-Ré live in Battambang.

Agriculture: Battambang City has an abundance of rice and fruit. People may purchase such foods as rice, grapefruits, oranges, a variety of bananas, duriens, lemons, pineapples, watermelons, and a variety of vegetables such as cauliflower, lettuce, green beans, soy beans, and other vegetables of tropical climates.

PRIMARY ONE

UNITS I-IX

PRIMARY ONE

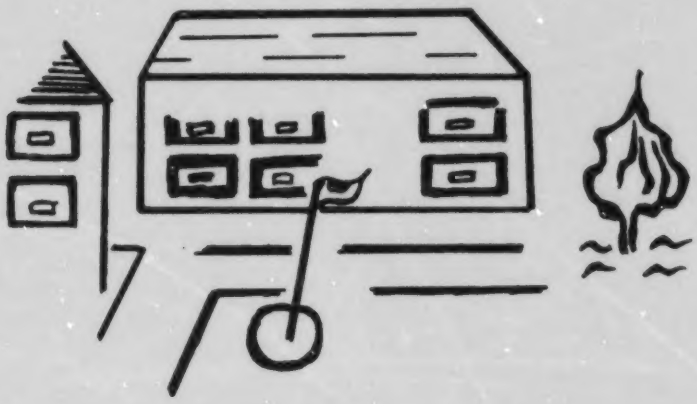
UNIT I: OUR SCHOOL

ខ្លឹមទី ១ : សាលារៀនរបស់ខ្ញុំ

Suggested Study Materials: MAP OF CAMBODIA by International Geographic Society, Washington, D.C., 1971.

A. Characteristics of Our School ស្ថានភាពនៃសាលារៀនរបស់ខ្ញុំ

p. 4 Draw a picture of the school in Cambodia, including a flag.



Explain the meaning of the word school:

place + study ⟶ school

place (3 ways to say study in Cambodian)

study = to adapt, to record, to think

school = the place where people obtain knowledge

អធិប្បាយ ៖ សាលា + រៀន ⟶ សាលារៀន

សាលា = អគារដែលមានបន្ទប់

រៀន = ឈ្វេងយល់តាម, ទទួលបានចំណេះ

សាលារៀន = អគារដែលសម្រាប់ប្រៀនឈ្វេងយល់ចំណេះវិជ្ជា

Explain the following:

Prior to independence in 1954, there were three types of schools in Cambodia:

Temple School, where students of ages 7-20 were taught by Buddhist monks; discipline was strict; donation was voluntary.

Private School, which has been supported by private contributions.

Public School, which has been supported by the government and free to all students through level six; admittance to higher levels has required passing of entrance examinations.

Note: Cambodia does not have school taxes.

តាមដំណើរការសាលារៀនក្នុងកន្លែងមានតាប្រែដូចតទៅ:

- សាលាវត្ត
- សាលារដ្ឋបាល
- សាលាឯកជន

Cambodian Flag

The symbols of the Cambodian flag during the period of the Republic of Cambodia:

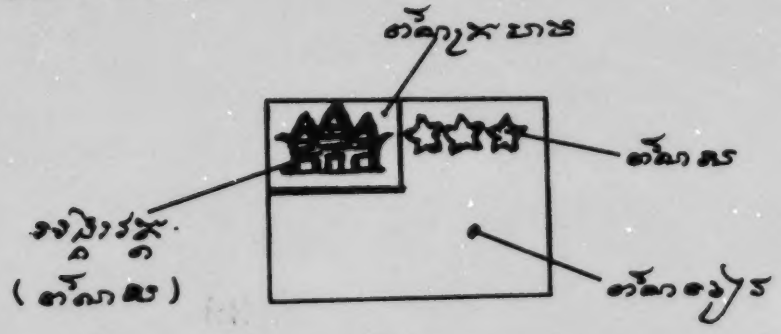
- 3 stars = Buddha - Dhamma (Buddhist teaching - Buddhist monk or nation) religion - republic
- monument (Angkor wat) = culture and civilization
- white = neutrality or Buddhist religion
- red = courage, bravery
- blue = justice, freedom

## ទង់ជាតិខ្មែរ

ទង់ជាតិខ្មែរ នៅសម័យសាធារណៈរដ្ឋ:

- ផ្កាយបី = ព្រះពុទ្ធ - ព្រះធម៌ - ព្រះសង្ឃ ឬជាតិសាសនា - សាធារណៈរដ្ឋ
- អង្គរវត្ត = អំណាច អារ្យធម៌ និងវប្បធម៌
- ពណ៌ស = សន្តិភាព ឬ ពុទ្ធសាសនា
- ពណ៌ក្រហម = ការក្លាហាន, សេចក្តីក្លាហាន
- ពណ៌ខៀវ = យុត្តិធម៌, សេរីភាព

**សន្ទស្សនាយ:**



Explain the symbolism of the flag of the United States, and ask the students to compare the American and Cambodian flags.

Learn the word Kampuchea (Cambodia): Kampu (gold), Chea (People).

| Cambodia + people | Cambodian, the people of Cambodia, Kampuchea. |
|---|---|
| កម្ពុជ + ជន | កម្ពុជជន |

Ask the students to sing the following patriotic song:

ស្វែងរកស្នាដៃ (The Land of Cambodia)

ស្វែងរកស្នាដៃ ស្រែចាស្រះស្រោងភ្លឺ
ស្នាដៃគប់ភ្លឺ រមណីយស្ថាន
ប្រជាជនបាន តែងតែមានចិត្តល្អ
ស្នាដៃគ្រប់គ្រាន ស្មើគ្នាគោរពស្មើៗ

Loose Translation of the Song
The land of Cambodia mean Land of Gold. All Cambodian people have been very pleased with this. Through generations Cambodians have lived harmoniously with each other.

B. Rules and Reasons for Good Behavior

ច្បាប់ និង ហេតុផល នៃ អាកប្បកិរិយា ល្អ

p. 8 Help the children find out the basic rules and regulations of the school. Write them on paper, and post them in places where they can be seen easily and clearly.

For example:

| | |
|---|---|
| Keep the door closed. | កុំ បើក ទ្វារ ចោល |
| Keep the classroom clean. | ថែ រក្សា បន្ទប់ រៀន ឲ្យ ស្អាត |
| No food allowed in this room. | មិន អនុញ្ញាត ឲ្យ មាន ចំណី អាហារ |
| Do not disturb the classroom. | រំខាន បន្ទប់ រៀន |
| Do not leave the room without permission. | ចេញ ក្រៅ បន្ទប់ តែ ដោយ សុំ អនុញ្ញាត |

Write the following words on the chalkboard and have the children practice saying them. Play a game using the words.

| | |
|---|---|
| (hi, hello) | ជំរាបសួរ |
| (good morning) | អរុណ សួស្តី |
| (good evening) | សាយណ្ហ សួស្តី |
| (good night) | ពេល ស្អាត |
| (for a male teacher) | លោក គ្រូ |
| (for a female teacher) | អ្នក គ្រូ |

Tell the students some of the ways in which students minister to and show respect for their teachers in Cambodia:

By rising from the seat in salutation.

By removing the hat when greeting the teacher.

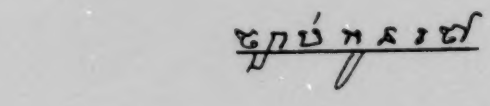
By listening to his/her instruction with attention and due respect.

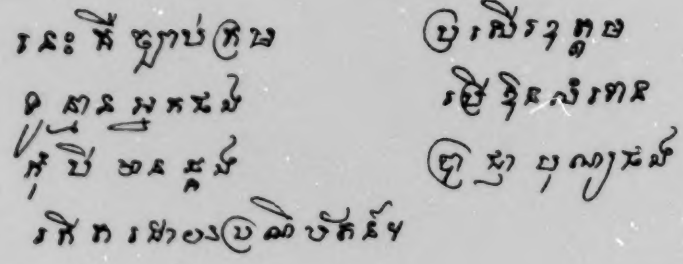
By performing personal services.

By receiving instructions respectfully

By crossing the arms when talking with the teacher.

Have the students learn the following poem: "The Code of the Children."





UNIT II: FRIENDS AT SCHOOL

## B. Friends through Play

p. 19 Help the students become better acquainted with each another by playing the game "Hiding the Handkerchief" (ល្បែងកប់កន្សែង).

Substitute a folded towel or another item for a handkerchief, if desired. Have the children sing the following song during the game.

ល្បែងកប់កន្សែង ដាក់កែវង ស្អុសស្រោងៗ។

How to Play

One student is chosen to be "it" (the handkerchief holder) and carries the handkerchief as the other students sit in a circle facing inside. Looking back is not allowed. Everyone sings as the student walks around the circle. The object of the game is to drop the handkerchief behind someone and go around the circle once before that person knows that the handkerchief is there. If successful, the handkerchief carrier picks up the handkerchief and hits the person with it. If unsuccessful, the handkerchief carrier takes the place of the person behind whom the handkerchief has been dropped, who then becomes the new "it" without being hit.

Have the students play the game "Pouring Coconut Juice" (ល្បែងចាក់ទឹកដូង) as they sing the following song: ល្បែងចាក់ទឹកដូង

ល្បែងចាក់ទឹកដូង ចិញ្ចឹមចិញ្ចាំ
អនុលាតតែម្ដង ខ្ញុំអោនសោងសាងមុខ
អនុលាតតែដូច ខ្ញុំអោនសោងសាងមុខ
អញកំពុង ឃើញចំៗ
បំពង់ឫស្សី ឃើញចំៗ
ស្លាបសំពត់ អើកម្ដងណែលទៅ
អោនសោងសាងមុខ អើកម្ដងហក់ញែកៗ

How to Play

This game can be played with a group of five or six children. The children form a circle and stand facing inward with their right palm extended. One child stands in the middle of the circle. All sing. The child in the middle points to each palm, in turn, keeping time to the song. The child whose palm is being pointed to at the end of the song puts his/her palm behind the back and keeps it there. This process is continued until only one child has his/her palm still extended. That child and the child in the middle exchange places, and the game is repeated.

UNIT III: GOOD FRIENDS

## មគ្គទី ៣ : មិត្តភក្តិល្អ

B. Ways of Being a Friend ការប្រកាន់ខ្ជាប់មិត្តភាព

p. 30 Organize a campout for the students at a place near the school. (This activity will help the Cambodian students and the other students become better acquainted, learn new customs, form friendships, and get along together.)

Suggested materials:

tent (ដំរុំ)

food (food of their own cooked by their parents)(អាហារ)

Explain the following slogan:

A friend in need is a friend indeed.

មិត្តល្អ គឺ មិត្តទីមួយ ស្មាន់ ក្នុងពេលក្រ

Discuss ways of being friends according to Cambodian custom. Include in the discussion the following ways in which friendship is expressed:

. through liberality

. through sincerity

. through impartiality

. through helpfulness

. through courteous speech

Have the students learn the following words in both English and Cambodian:

honest - ស្មោះត្រង់

polite - សុភាព

fair - ស្មើភ្លើងមើលស្មើ

true - ពិត

kind - ករុណា, មេត្តា

patient - អត់ធ្មត់

UNIT IV: OUR SCHOOL WORKERS

ខន្ធទី៤ : កម្មករនៅសាលារៀនយើង

B. Workers for Our School កម្មករសម្រាប់សាលារៀនយើង

p. 41 Help the students learn how to be and how to become school workers, such as a patrol boy or girl. Teach them how to report accidents.

Discuss the following slogans:

"Love comes from helping."

ស្នេហាកើតអំពីជួយ

"Friendship comes from helping."

មិត្តភាពកើតអំពីជួយ

Help the children to finish these sentences:

I help { my friends by / a blind man by / the policeman by / the fireman by / etc.

Note: Many people in Cambodia did not work in and for the elementary school, but they made other contributions to build schools for children. So even though they did not work directly for the children, they should be honored for what they contributed. Buddhist monks and villagers are deserving of a great deal of gratitude.

UNIT V: OUR FAMILIES

ខ្លឹមសារ : គ្រួសារយើង

C. Leisure Activities of Our Family

ល្បែងកំសាន្តរបស់គ្រួសារយើង

Discuss the special leisure activities of Cambodian families during the Cambodian New Year celebration at the Buddhist temple. Help the students learn the popular game of

" រចាសឈូង , ឈើរអង្គុញ "

Suggested material: scarf or handkerchief rolled into a ball

Song for the game:

Oh, Chaul Chhung, the man throws the balled-up cloth,
And the lady catches it.
The balled-up cloth breaks down into five parts.
When April comes, we can play the tune for the Buddha.

អើយ ! បាទ រចាះឈូងទៅ
ស្ត្រីអើយ ឈូងរបេកចាប់ទៅ
ដាច់ចេញជាប្រាំកំណាត់
ពេលអើយ ដល់ឈូងថ្វាយព្រះ ។

How to Play:
The "Chaul Chhoung" consists of a group of boys and a group of girls opposing each other. The two sides pass to each other a scarf rolled into a ball, at the same time exchanging and alternating chants with rhymed responses. The boys make complimentary remarks, and the girls answer promptly and harmoniously.

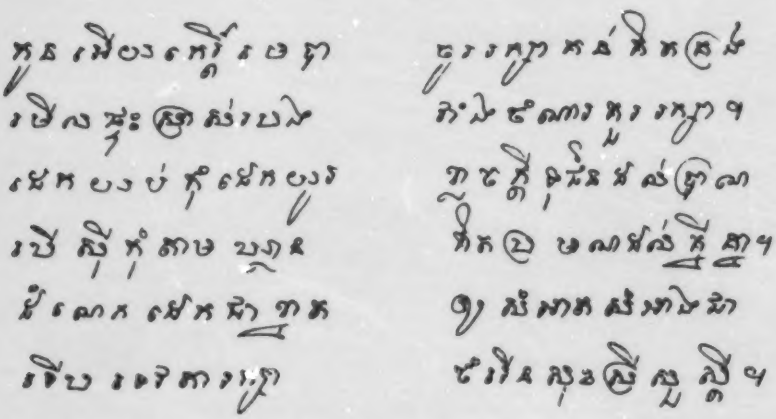
Consider the following activity:

Different foods are prepared at home and brought to eat at school or nearby.

D. Rules for a Happy Family ច្បាប់សម្រាប់គ្រួសារសុខដុម

p. 55 Give examples of "Happy Family Rules" in America, and have the students compare these rules with Cambodian ones.

Read aloud the following poem* concerned with rules for children, in order to acquaint the students with rules of the Cambodian family. Write the poem and explanation on the chalkboard and have the children translate the poem and learn the vocabulary listed.



*See "Ethical Code of Children" ( ច្បាប់កូនៗ).

Explanation ការពន្យល់

| | |
|---|---|
| heritage | កេរ្តិ៍ |
| female, wife | ប្រពន្ធ |
| male, husband | ប្តី |
| to encircle, to gird | ខ័ណ្ឌ |
| fence | ចំណារ |
| bad man, bandit | ចោរប្លន់ |
| body | ដួងសាច |
| sleeping | ដេកលក់ |
| God, deity | ទេវតា |
| good health and good fortune | សិរីសួស្តី |

UNIT VI: OUR NEIGHBORHOOD

## A. Elements of a Neighborhood

p. 65 Discuss with the students the Christian churches and Buddhist temples where all kinds of people in the neighborhood gathered. Point out that the students can make friends and become acquainted with each other through their churches and temples.

Have the students learn the following words, both in English and Cambodian. Help the children to build up simple short sentences that contain the words, as in the example following the words.

| | |
|---|---|
| postman | |
| policeman | |
| fireman | |
| priest | |
| uncle | |
| aunt | |

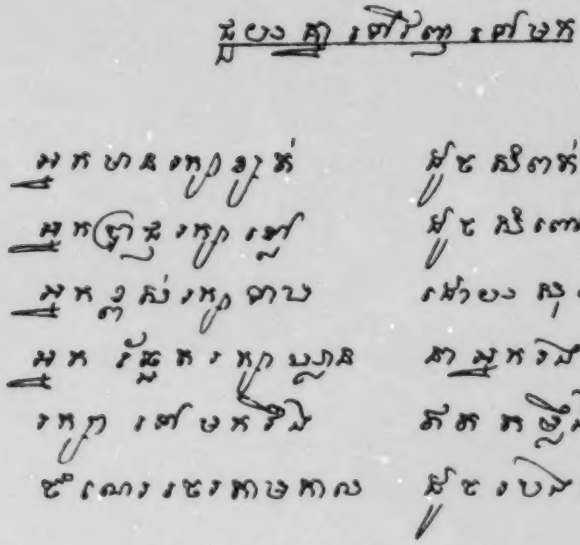
Sentence-Building Example

Policeman in Our Neighborhood

There is _____

_____

Help the studen s improve their understanding of how they can help each othe ıd share happiness with their neighbors. Read the followi g poem aloud and have the students discuss it. Lead them to the following understanding: "We should help each other; big ships still depend on life boats sometimes."



UNIT VII: TRAVEL FROM PLACE TO PLACE

## មគ្គទី ៧ : ការធ្វើដំណើរពីកន្លែងមួយទៅកន្លែងមួយ

A. Elements of Travel ធាតុផ្សំនៃការធ្វើដំណើរ

p. 79 Mention interesting places in Cambodia, such as the monument of Angkor Wat, Lake Tonle Sap, Sompong Som, and Wat Phnom.

Have the students examine a map of Cambodia and point out and discuss interesting resort areas and other interesting things that they saw in Cambodia -- Museum, the former Royal Palace.... Tell the students about other places that they omitted.

B. Means of Travel យានជំនិះ សម្រាប់ធ្វើដំណើរ

p. 80 Discuss how people in Cambodia travel by bicycle, tricycle (adult vehicle), moto-tricycle, etc. to watch the various interesting sports in the city of Phnon Penh.

C. Highlights of Travel ការជំរុញនៃការធ្វើដំណើរ

p. 83 Discuss sights of the city of Phnom Penh that could be interesting to see. Point out that a traveler on the Mekong river can see the city clearly.

UNIT VIII: OUR FARMER FRIENDS

## មេរៀនទី ៨ : មិត្តកសិករបស់យើង

Suggested Study Materials: Pictures of farms in Cambodia, if can be obtained.

### A. Elements of the Farm អង្គធាតុនៃកសិកម្ម

p. 93 Discuss rice farming in Cambodia and the strip farming in America. Tell the students that there is no strip farming in Cambodia.

Help the students become acquainted with some words associated with the farm by writing them on the chalkboard and having the students repeat and write them. For example--

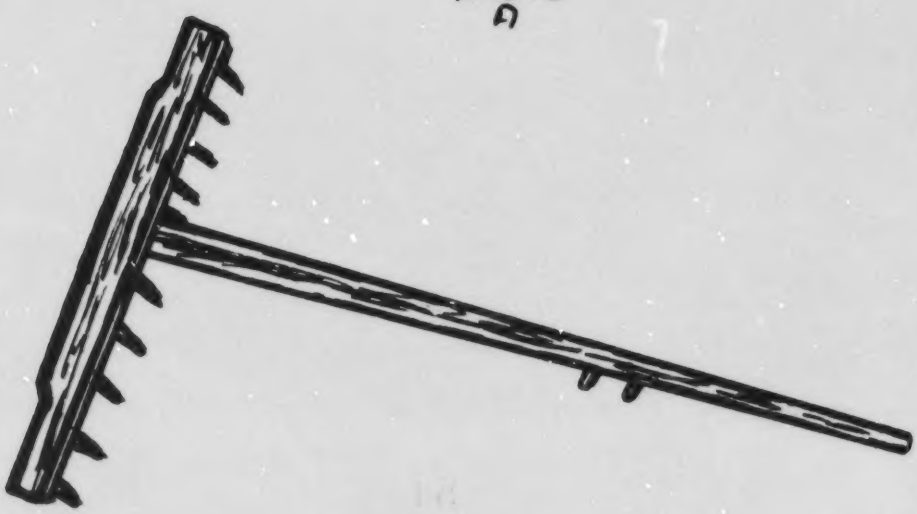
| | |
|---|---|
| rice | ស្រូវ |
| corn | ពោត |
| cow | គោញី |
| hen | មាន់ញី |
| peanut | សណ្តែកដី |
| green bean | សណ្តែកកួរ |
| soil | ដី |

Help the students build up the above words by having them write stories or sentences in which the words are used.

Have the students compare Cambodian and American seasons.

Remind the students that in Cambodia the plow and the harrow are drawn by two oxen or water buffalos. Have the students copy and label the following drawings or create and label their own drawings of the plow and harrow used in Cambodia.

នង្គ័ល



រនាស់

UNIT IX: ANIMALS FROM ALL OVER THE WORLD

Suggested Study Materials: Animal Book

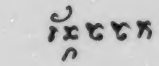
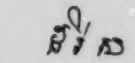
A. Elements of the Zoo

p. 109 On the chalkboard write the poem below concerning the names of animals, and read it aloud to the students. Have them learn the words following the poem. Also help the students find out the names of other animals in Cambodia and information about Cambodian animal life.

Free Translation of the Above Nonsense Poem

If the heron united with the pelican,
The wolf would ask the elephant for help.
The proudest tiger would be bitten by the serpent.

Animals

| | | |
|---|---|---|
| a kind of bird eating fish, (the heron family) | = | |
| pelican | = | |
| wolf | = |  |
| white elephant | = |  |
| tiger | = |  |
| serpent | = |  |
| weasel | = |  |

PRIMARY TWO

UNITS I-VIII

UNIT XII

PRIMARY TWO

UNIT I: OUR COMMUNITY

## ភាគទី១: សង្គមរបស់យើង

### A. Elements of Our Community សង្គធាតុនៃសហគមន៍យើង

Provide information about foreign aliens in the community. Explain to the student community culture, civilization, needs of and helping each other, mutual understanding, and cooperation in the community (Chicago).

១- ចូរផ្តល់ពត៌មានអំពីក្រុមអសិកជនបរទេស ក្នុងសហគមន៍ រំលឹកគ្នាសិស្សរបស់នៅ។ ពន្យល់អំពីសម្បត្តិវប្បធម៌ អារ្យធម៌របស់ខ្លួន រសជាតិការរស់នៅ ការជួយគ្នាទៅវិញទៅមក និងការជ្រួសរាប្រតិបត្តិការ ដើម្បីរស្មើភ្លួយសហគមន៍របស់ខ្លួន។

Describe the Buddhist Temple in Chicago and that of Phnom Penh.

២- ចូរប្រៀបធៀបអំពីព្រះវិហារខ្លះៗ នៅក្នុងសិកាគ្រឹ និងវត្តនៅក្នុងភ្នំពេញ។ ក្រុមវត្តការប្រៀបធៀបគ្នាមានដូចតទៅនេះ គឺ:

Compare the following lists:

| American | Cambodian | |
|---|---|---|
| church | វិត្តិ | (pagoda) |
| priest, minister | ព្រះសង្ឃ | (clergy, monk) |
| sister (religious) | យាយជី | (nun) |
| brother (religious) | សាមណេរ, រនន | (novice) |

Tell the name of an organization, Cambodian association, store, restaurant in the (Chicago) community where one can go shopping or eat, or obtain information.

ប្រាប់ឈ្មោះអង្គការ សមាគម ហាងលក់ដីកាន់
ឆាអាហារ ក្នុងសហគមន៍ដែលអាចទៅទិញដីកាន់
ឬ ទៅបរិភោគអាហារនៅពេលទំនេរ ឬសម្រាកច្បាស់ក្តាម។

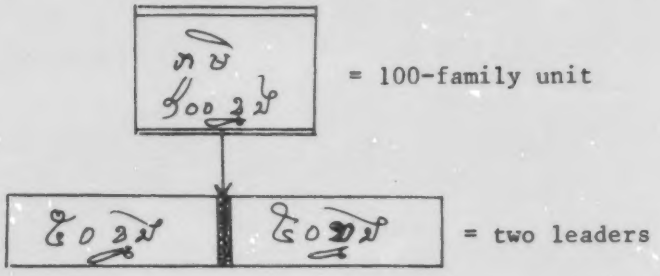
B. People and Custom of Our Community

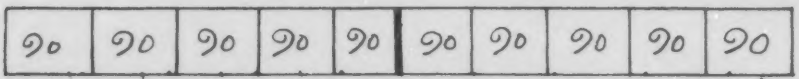
ប្រជាជន និងប្រពៃណីនៃសហគមន៍របស់យើង

Describe the principle of autonomy in Cambodia and compare with American community governance according to the principles of democracy.

ចូររៀបរាប់អំពីគោលការណ៍នៃភូមិស្ថិតក្នុង នៅស្រុកខ្មែរ
និង ប្រៀបធៀបទៅនឹងដំណាក់ការរបស់សហគមន៍ នៅអាមេរិក
ដោយផ្អែកតាមគោលការណ៍ប្រជាធិបតេយ្យ។

Explain the following diagram: The administrative organization of the small Cambodian community.




Each 10-family unit has a leader to represent the unit.

This system was established during the Cambodian revolution of 1970.

Provide information about various activities in the Cambodian community as well as about tradition in relation to contributing to and promoting the village. Explain to the student the need for donation (money and work) to keep the community clean and to improve it.

ប្អូនៗគួរសង្កេតមើលសកម្មភាពនានាក្នុងភូមិដែលកើតមាន
ក្នុងក្រុមគ្រួសារខ្លួនឯងនិងសកម្មភាពរបស់ប្អូនៗសហគមន៍រួមមាន
ការលួងលាស់។ ដែលការសិក្សាគួរសម្រេចឱ្យបានការ
ចំណេះដឹងពាក់ព័ន្ធនឹងប្រវត្តិសហគមន៍លើដំណាក
និងទីកន្លែងផ្សេងៗទៀត។

Note to the teacher
Several activities could be planned for this unit to emphasize understanding of the community and its standard of living. Activities could also provide children with additional background for understanding Cambodian customs as well.

UNIT II: UTILITIES AND SERVICES IN OUR COMMUNITY

ខ្លឹមសារ : ទឹកភ្លើង និង សិប្បការសំរាប់សហគមន៍

របស់យើង

A. Utilities for Community Use

ទឹកភ្លើងសំរាប់ប្រើប្រាស់នៅក្នុងសហគមន៍

Discuss sources of hydroelectricity at the dam Prek Tnot in Cambodia and compare with energy sources for various uses in the community (American).

ចូរពិភាក្សាអំពីប្រភពនៃថាមពលវារីអគ្គិសនី នៅទំនប់
ព្រែកត្នោត ស្រុកអ្នកមី ខេត្តតាកែវ ប្រៀបធៀបនឹង
ប្រភពថាមពលអគ្គិសនី នៅស្រុកអាមេរិក ដែលគ្រប់គ្រង
ភ្លើង សំរាប់ប្រើប្រាស់ក្នុងសហគមន៍។

Discuss the reasons why the remote areas (Cambodian) have pure water and clean air in contrast to big cities, where air is polluted and water is unclean and therefore the health of the population is affected.

ពិភាក្សាអំពីហេតុផលថា តើហេតុអ្វីបានតំបន់
នៅឆ្ងាយដែលមានជាតិស្រឡាញ់ ដើរហែលទឹកមានភ្លាត
និងឆាត់អាកាសបរិសុទ្ធ។ ដែលមៅវិញ នៅទីក្រុងដ៏ធំ
អាដើរហែលទឹក ឆាត់អាកាសមិនបរិសុទ្ធ ទឹកមិនស្រួយភ្លាត
រហែលស្ទះអាចនាំបង្កឲ្យនៅក្នុងសហគមន៍ដែលមានប្រជាជន
ស្លឹរនឹង។

Suggestion to the teacher

Make every effort to include information about utilities in Cambodia, and also help the children learn more about utilities in their neighborhood.

UNIT III: FOOD IN OUR COMMUNITY

ខ្លឹមសារ ៣ : ម្ហូបអាហារនៅក្នុងសហគមន៍របស់យើង

A. Purchase of Food ការទិញម្ហូបអាហារ

p. 36 Go to a shopping center in the community (with the children) and ask students to describe some items which can be consumed in the home.

ដើម្បីណែនាំសិស្សអោយស្គាល់ពីការទិញម្ហូបអាហារនៅក្នុងសហគមន៍របស់យើង គ្រូបង្រៀនគួរនាំសិស្ស អ្នកបកប្រែ ម្ហូប និងសិស្សទៅកាន់ផ្សារមួយក្នុងតំបន់ដែលមានលក់ម្ហូបអាហារ។

Make a list of foods and spices that can be purchased at Asian stores in the community (United States).

ដើម្បីបញ្ជីម្ហូប គ្រឿងទេស អោយបានច្បាស់លាស់ គួរឲ្យសិស្សធ្វើបញ្ជីឈ្មោះម្ហូប និងគ្រឿងទេស ដែលគេអាចរកទិញបានតាមហាងអាស៊ីនៅក្នុងសហគមន៍របស់យើងនៅសហរដ្ឋអាមេរិក។

| American | Cambodian |
|---|---|
| tamarind | អំពិល |
| chili (pepper) | ម្ទេស |
| ginger | ខ្ញី |
| galingale | រំដេង |
| turmeric | រមៀត |

| | |
|---|---|
| mango | ស្វាយ |
| coconut | ដូង |
| rice | អង្ករ |
| sticky rice | អង្ករម៉ះណើប |

Compare price and quality of items in Asian stores with price and quality of the items in American stores.

ប្រៀបធៀបនូវតម្លៃ និង គុណភាពនៃម្ហូបជាំវិញនេះ៖ ហាង្គួយ និង តម្លៃ និង គុណភាពក្នុង ម្ហូប វិស័យ យើង អាច រកឱ្យ ឃើញ នៅ ផ្សារ លក់ ម្ហូប (ហាង) នៅ សហរដ្ឋ អាមេរិក។

B. Original Sources of Foods ប្រភពនៃម្ហូប

p. 37 Describe original sources of food in Cambodia, particularly in Kampot, Kampong Cham, Battambang, and Seam Reap.

ចូរ រៀបរាប់ អំពី ប្រភព នៃ ម្ហូប អាហារ នៅ ស្រុក ខ្មែរ ជា តិ សាស នៅ ខេត្ត កំពត កំពង់ចាម បាត់ដំបង និង សៀមរាប។

| Sources | Cambodian | |
|---|---|---|
| ខេត្តកំពត (province of Kampot) | ម្រេច | (black pepper) |
| | ស្វាយ | (durian) |
| | អំបិល | (salt) |

| | | |
|---|---|---|
| ខេត្តបាត់ដំបង (province of Battambang) | ក្រូច | (orange) |
| | ក្រូចឆ្មារ | (grapefruit) |
| | ស្រូវ | (rice) |
| ខេត្តកំពង់ចាម (province of Kampong Cham) | ក្រូចឆ្មារ | (lemon) |
| | ចេក | (banana) |
| | ម្នាស់ | (pineapple) |
| ខេត្តសៀមរាប (province of Seam Reap, Tomla Sap River) | ត្រី | (fish) |

Visit stores of the community (with the children) and notice the names of various items in each store:

ចូរទៅដើរលេងផ្សារតាមបរិវេណភូមិរបស់អ្នក ដើម្បីមើលថាតើមានហាងលក់ទំនិញអ្វីខ្លះ ហើយចូរសរសេរឈ្មោះទំនិញដែលអ្នកឃើញនៅក្នុងហាងនីមួយៗ ដូចតទៅនេះ គឺ:

Chinese grocery store: noodles, soy sauce

Japanese grocery store: rice

Thai grocery store: chili, pepper

Phillipino grocery store: fish

Note to the teacher
In the above stores, Cambodians can find most of the items they prefer to eat.

C. Types of Foods ប្រភេទនៃអាហារ

p. 39 Describe some Cambodian vegetables that can be eaten raw.

ចូរពិពណ៌នាបន្លែខ្លះ នៃស្រុកកំណើតរបស់អ្នក
ដែលគេអាចបរិភោគបានឆៅៗ

| American | Cambodian* |
|---|---|
| lettuce | សាឡាត |
| cucumber | ត្រសក់ |
| egg plant | ត្រប់ |
| string bean | សណ្តែកកួរ |

Compare ways of eating vegetables by Americans and Cambodians.

ចូរធ្វើការប្រៀបធៀបការបរិភោគបន្លែរវាងជន
ជាតិអាមេរិកាំង និងខ្មែរៗ

Note to the teacher
In Cambodia raw vegetables with salad dressing are eaten during the meal; in America salads with dressings are usually eaten before the main dish.

Describe the method used by the Cambodian family in cooking rice and in making soup.

ចូរពិពណ៌នាពីរបៀបដែលគ្រួសារខ្មែរ និងរៀបចំ
អង្ករ និងស៊ុបសាច់ក្រួចៗ

*Because of the tropical climate and lack of refrigeration, Cambodian fresh vegetables can be found all year round. Cambodians eat fresh vegetables daily at meals. The dish for fresh vegetables may contain fresh mint, lettuce, cucumbers, bean sprouts, green beans, as well as lemon wedges. Steamed vegetables and meat are combined for soup to be served as the main dish.

Note: Cambodians customarily eat rice, fresh vegetables with salad dressing, and vegetable soup containing meat or fish. They always have three meals daily, but eating time is flexible.

Write the following recipes on the chalkboard.

| Sour Soup | Steamed Vegetable Soup |
|---|---|
| 1. water | 1. water |
| 2. fresh fish | 2. preserved fish |
| 3. salt, accent, sugar, fish sauce, onion | 3. salt, sugar, accent, fish sauce, onion |
| 4. preserved fish | 4. cooked fish |
| 5. mandarin, lemon | 5. vegetables |

រូបមន្ត (Recipes)

| សម្លរជ្រក់ | សម្លរឲ្យរហែរ |
|---|---|
| ១-ទឹក | ១-ទឹក |
| ២-ត្រីស្រស់ (អាស់, ឆ្នាក់, អណ្តែង, សណ្តាយ, អម្ពិលឆ្មារ) | ២-ត្រីឆ្អាក |
| ៣-អំបិល, ស្ករ, ប៊ីរចេង, ទឹកត្រី, ទឹមសាច | ៣-អំបិល, ស្ករ, ប៊ីរចេង, ទឹកត្រី, ទឹមសាច |
| ៤-ត្រីឆ្អាក | ៤-ត្រីអាំងឬត្រីរន្ធ |
| ៥-ម្ទេស (អំពិលឆ្មារ, ទុំ, សណ្តាន់ស្លាយ) | ៥-បន្លែ (ស្ពឹកក្តាស, ល្ពៅ, ត្រកួនក, ប្លោក, ខ្ចីកាំង, ប្រខ្មាំងសាច) |



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Suggestions for the teacher

Plan and organize a tasting party for children; ask the children to bring food from home for the party.

Have the children tell about or demonstrate the preparation of the various foods of the tasting party.

Compare the cost of certain foods in Cambodia with the cost of foods imported from Southeast Asia to the community. Compare the cost of foods purchased in Cambodia with the cost of the same foods grown in America.

UNIT IV: CLOTHING IN OUR COMMUNITY

## A. Purchase of Clothing

p. 52 Collect Cambodian family pictures taken at a wedding, a New Year festival, a leisure party, a water festival, a funeral festival, sport activities, etc. Have the children notice the clothing and compare clothing worn in the various activities.

Visit (with the children) a clothing store located in the community. Have the children notice the price on labels and compare them with prices of similar clothing in Cambodia.

Discuss the reason why most Cambodians prefer to wear light-weight clothing.

តើ អាកាស ធាតុ យ៉ាង ដូចម្តេច ទើប ធ្វើ ឲ្យ ប្រជាជន ខ្មែរ ចូលចិត្ត ស្លៀក សំលៀក បំពាក់ ធ្ងន់ៗ ?

B. Sources of Clothing ប្រភពនៃសំលៀកបំពាក់

p. 53 Describe raw materials used in making clothing in Cambodia.

ចូរ រៀបរាប់ អំពី ប្រភពនៃ វត្ថុធាតុ ដើម សំលៀកបំពាក់ នៅ ក្នុង ទសវត្សរ៍ ដើម ។

| | |
|---|---|
| silkworm → silk cocoons | ដង្កូវនាង → សូត្រ |
| cotton → thread | កប្បាស → អំបោះ |

Demonstrate the method of making silk from silkworms in Cambodia.

| | |
|---|---|
| ( raising silkworms) | ចិញ្ចឹម ដង្កូវនាង |
| (boiling cocoons) | ស្ងោរ សំបុក ដង្កូវនាង |
| (extracting silk thread from the boiled cocoons) | ហាត ឲ្យ ចេញ នូវ សូត្រ អំពី សំបុក ដង្កូវនាង ដែល ស្ងោរ ។ |

D. Manufacture of Clothing

p. 54 Describe the manual equipment used in Cambodia for manufacturing clothing.

Compare the above equipment with modern equipment in Cambodia.

Visit a textile manufacturing plant in the community (Chicago), if available for visitations (with children), and describe equipment used in the plant.

Suggestion for the teacher
Have the children draw, copy, or trace pictures of a sarong, a shirt, and a silkworm. Have them color the pictures and display them.

UNIT V: HOMES IN OUR COMMUNITY

## ខ្លឹមសារ : ផ្ទះសម្បែងនៅក្នុងសហគមន៍របស់យើង

A. Kinds of Dwellings ប្រភេទនៃផ្ទះសំបែង

p. 63 Show pictures of houses which have various styles. Explain the Cambodian style. For example, the house in Cambodia is usually built high on pillars (or stilts), about 8, 16, 32 pillars (depending on the size of the house). The roof is covered with clay tile, hay, or tin. The number of doors and windows depends on the size of the house. The house is usually built facing east.

Describe the Buddhist monastery and temple. Explain that the Cambodian Buddhist temple style is, in general, similar to the house in the village except for the roof, which is pointed. The pointed roof symbolizes a place for obtaining education and personal improvement.

Explain the reason why the head of the family prefers to locate the house near the school, monastery, and market.

B. Factors in House Construction

p. 65 Describe materials and equipment that are most important in building houses in small communities in the countryside of Cambodia.

| American | Cambodian |
|---|---|
| (pillar, usually wood, sometimes cement) | |
| (finished wood) | |
| (elephant grass, braided) | |
| (tin) | |
| (nails) | |
| (saw) | |
| (hammer) | |
| (chisel) | |
| (carpenter's plane) | |

Compare the construction of buildings in Phnom Phen with that of the United States, and compare the methods of constructing buildings -- machine versus manual labor.

C. Housing Maintenance

p. 67 Ask students to discuss the cleaning of public property (Chicago), such as in community parks — garbage and trash collection and regulatory signs. Suggest pride in the community.

[illegible]

Discuss with students the help that parents require of them at home before and after school time.

[illegible]

Suggestions for the teacher

1. Make a list of the materials that are used in constructing buildings and apartment houses in both America and Cambodia, such as plaster, insulation, bricks, cement, nails, wood, tin; explain the use of elephant grass in Cambodia.

2. Have the students pronounce the words and explain what they are used for in construction. Invite a resource person from a real estate company or a specialist in housing development to talk to the class and explain how houses are constructed.

UNIT VI: SCHOOLS IN OUR COMMUNITY

A. Special Aspects of Schools

Compare the educational system in Cambodia and the United States.

| Level | Cambodian | American (Chicago) |
|---|---|---|
| Elementary | Kindergarten (1 year for students in some of the private schools; no public kindergarten)<br>Levels 12-7 (6 years) | Prekindergarten (available to some public school students through special funding, full day or, usually, half day)<br>Kindergarten (one year for all students for half a day or, less frequently, a full day)<br>Levels 1-8 (8 years usually in the same building; also middle schools, upper grade centers, and elementary vocational grade centers in the system, beginning at levels 5, 6, or 7 usually) |
| Secondary | Cycle One: Levels 6-3 (4 years; diploma)<br>Cycle Two: Levels 2 - certification (3 years; baccalaureate I and baccalaureate II) | Levels 9-12 (4 years) |

B. Other Services of Schools

Visit an Indochinese research cultural center and show the students the books and (other) educational materials related to the Khmer culture and civilization.

Invite staff and advisors of the district to explain various activities related to the methods of teaching the Cambodian students in the United States (Chicago). For example--

a. The preparation of educational materials in language arts, social science, science, arithmetic, etc., for the Cambodian student.
b. The maintenance of bilingual classes in order for the student to understand all materials studied in class.
c. The advising of parents of their role and responsibility in the education of their children.

ក. ថ្នាក់ការសិក្សាគ្រូបង្ហាត់ ស្តីពីការសិក្សាកិច្ច និងការ
ពិភាក្សាជុំវិញ ប្រធានបទ ដែលការងារសិក្សា
របស់ពួកគេ។

C. Maintenance of School Property ការថែរក្សាកម្មសិទ្ធិរបស់សាលារៀន

p. 78 Show the students pictures of the school and the instructional materials, and explain to them how to take care of and use them.

បង្ហាញ ដែលមានរូបភាពនៃសាលារៀន ព្រមទាំង
សម្ភារៈសិក្សា ហើយពន្យល់របៀបថែរក្សា និងការប្រើរបស់ទាំងនោះ
ផង។

(Explain that) taxation is an obligatory contribution that the parents (and others) pay to maintain and improve the community schools.

(ប្រាប់ពន្យល់) ថា ការបង់ពន្ធ គឺជាវិភាគទានដ្ឋលើកំណត់មកពី
ឪពុកម្តាយ (រួមទាំងអ្នកដទៃផង) ជាប្រយោជន៍ក្នុងការថែរក្សានិង
ធ្វើឲ្យសម្ភារៈប្លែកៗ ដែលនៅក្នុងសាលា ដើម្បីនិងពង្រីកសាលារៀន
នៅក្នុងសហគមន៍របស់ពួកគេ។

D. Workers in Our Schools កម្មករនៅសាលារៀនរបស់យើង

Bring students to visit a maintenance shop for the school, and ask the school engineer to explain the work of keeping the school clean and in proper condition, such as windows and doors.

នាំសិស្សទៅទស្សនាកន្លែងជាងមួយ។ ហើយស្នើឲ្យអ្នកជំនាញ
នៅក្រុមការងារជាងឲ្យពន្យល់ សិស្សឲ្យបានស្គាល់ពីរបៀបដើម្បី

Invite the principal to the classroom to explain to the students their moral obligation and responsibility to promote cooperation between parents and teachers in order to raise the standard of education -- for example, to study hard in order to do well, and to participate in gymnastics.

Suggestions for the Teacher

1. Explain to the children how to participate and cooperate with other ethnic groups in the classroom. Provide projects and other activities in which children identify and solve problem cooperatively.
2. Tell the children how costs for providing and operating the community schools are paid for. Have the students name services required for operating and maintaining their school.
3. Point out a service that one of the students is performing at the time. Ask the students to name other services that they provide during the school day.

UNIT VII: RECREATION FOR OUR COMMUNITY

[illegible]

A. Places for Recreation [illegible]

Name one (or more) public parks in Chicago, and tell how public parks in the United States and Cambodia are named.

[illegible]

| American | Cambodian |
|---|---|
| Lincoln Park (name of a person) | [illegible] |
| Oriole Park (name of a bird) | [illegible] |

Show (the students) a map of Cambodia and describe tourist centers, such as the Angkor Wat, Angkor Thom, (Seam Reap province), the Falls (Kompot province), the beach (Kampong Som) and the National Museum in Phnom Penh; compare the tourist attractions with those of Chicago, such as the zoo, Field Museum, the beach, etc.

[illegible]

B. Types of Recreation ប្រភេទនៃការកំសាន្ត

p. 93 Tell the students about Cambodian musical instruments, such as the drum, two-string violin, saxophone, flute. Draw on cardboard each instrument and explain each.

ប្រាប់សិស្សឲ្យស្គាល់នូវឧបករណ៍តន្ត្រីខ្មែរ
ដូចជា: ស្គរ ចាប្រាំង ប៊ី. ល។ ដោយការគូរ
រូបនៅលើក្តារខៀន ដើម្បីឲ្យពន្យល់
អំពីនោះជាមុន។

Teach the children a Cambodian song, such as a folk song, silhouette song, dummy song, modern song. Discuss famous singers of each song.

បង្រៀនសិស្សអំពីចំរៀងខ្មែរ ដូចជា ចម្រៀងប្រពៃណី
ចម្រៀងស្នេហ៍ ល្ខោនបាសាក្តោងស្នេហ៍
ស្នាដៃចម្រៀងសម័យ។ ល។

Show the children some folk games played in different communities; for example, Choung, Seeking and Hiding, Tug-of-War, and various games cited in the Kindergarten and Primary One sections of this publication.

បង្ហាញសិស្សនូវល្បែងប្រជាប្រិយនានា
តាមស្រុកមួយចំនួន ដូចជា ចោង ស្វែងរក
លាក់ខ្លួន ទាញព្រ័ត្រ ល។ ។ ដែលមានក្នុង
សៀវភៅ KINDERGARTEN និង PRIMARY ONE ជាដើម។

Suggestions for the teacher

1. Show the children a map of Chicago and locate recreational facilities in the community. Assist the students as they tell the advantages of public recreational places and the responsibilities they should accept in the preservation of public property.
2. Arrange the children in groups and have them discuss recreational places and popular games people like to play in their own (Cambodian and American) communities, so that they can improve their English-speaking and also share their culture with others.

UNIT VIII: EFFECT OF WEATHER AND CLIMATE ON OUR WAY OF LIVING

A. Components of Weather and Climate

p. 106 Discuss the climate in Cambodia and compare with Chicago's climate.

| Chicago | Cambodia |
|---|---|
| cloudy | warm |
| snowy | sunny |
| cool | hot |
| cold | rainy (monsoon) |
| rainy | cloudy |
| sunny | dry |
| warm | wet |
| humid | humid |
| hot | stormy |
| windy, gusty | breezy |

Note: Heavy (winter-type) coats are not needed in Cambodia, but heavy raincoats are sometimes worn because umbrellas are not always sufficient during heavy rains.

B. Seasons of the Year

p. 107 Tell the children that the way of naming the months in Cambodia is based on two types of calendars — the lunar and the solar.

(Lunar System*)

| | | | |
|---|---|---|---|
| Dry Season (There are six months, November-April) | | | |
| Wet Season (There are six months, May-October) | | | |

(Solar System)

| | | | |
|---|---|---|---|
| Dry Season (There are six months, November - April) | | | |
| Wet Season (There are six months, May - October) | | | |

Note: In the lunar system, December is the first month and November is the last month.

*The nomenclature for the lunar and the solar systems differs. The Cambodian New Year now falls in the month of April, when farmers are freer to celebrate.

C. Impact of the Seasons in Various Geographic Areas

p. 108 Describe and compare the impact of the seasons in Cambodia and Chicago.

| | | |
|---|---|---|
| Cambodia | winter: | dry, harvesting time, a little cool |
| | summer: | hot, flowers wilt, vacation time |
| | rainy : | trees changing leaves, growing time |
| Chicago | autumn: | cool, falling leaves |
| | winter: | cold, snow, short day |
| | spring: | changing leaves, happy birds, planting time |
| | summer: | often hot and humid, long day, vacation time |

Suggestions for the teacher

1. Show the globe to the students and raise this question: Why are the weather and climate in each country different?
2. Compare the names of the months in the United States with those in Cambodia, such as:

   January =
   etc.
3. Discuss the season festivals and celebrations in Cambodia.

UNIT XII: AN URBAN AREA OVERSEAS--ROME, ITALY

A. Comparison of Romans with Chicagoans and Cambodians

p. 181 Use the polite expressions (expressions of politics) for addressing people as follows:

| American | Cambodian |
|---|---|
| Good morning. | |
| Good afternoon. | |
| Good evening. | |
| Good night. | |
| Please. | |
| Thank you. | |
| How are you? | |

Count the cardinal numbers from one through ten in both Cambodian and English and write them (on the chalkboard).

| American | Cambodian |
|---|---|
| one | មួយ |
| two | ពីរ |
| three | បី |
| four | បួន |
| five | ប្រាំ |
| six | ប្រាំមួយ → ប្រាំ + មួយ |
| seven | ប្រាំពីរ ⇒ ប្រាំ + ពីរ |
| eight | ប្រាំបី ⇒ ប្រាំ + បី |
| nine | ប្រាំបួន ⇒ ប្រាំ + បួន |
| ten | ដប់ |

Study the map of Cambodia and compare it with the map of Chicago and of Italy.

ចារផ្ទៀងការសិក្សាអំពីផែនទីប្រទេសកម្ពុជា ទៅលើ
ផែនទីក្រុង ឈីកាហ្គោ និងលើផែនទីប្រទេស អ៊ីតាលី
ដែរ ឬទេ សូមជ្រាប។

Teach the students modern and classical Cambodian music. Also show a film concerning Cambodian arts. (Obtain from the public library, Angkor Wat reference.)

B. Types of Activity in Rome

p. 185 Describe activities of Cambodians during their New Year celebration, the death anniversary, fund-raising parties, and the water festival.

Describe for the students popular games that Cambodians like to play during the New Year celebration.

Describe for the students activities of farmers during harvest time.

C. Ways of Living in Rome

p. 185 Study each food item available in restaurants in Cambodia, such as --

| Roman | Cambodian | |
|---|---|---|
| stewed beef | | (vegetables with meat) |
| sour soup | | (sour soup) |
| pizza | | (fried rice) |
| dessert | | (dessert)* |

Have the children exchange information with friends by writing or talking about food that they have served in their home in Cambodia, especially for a picnic, for the Buddhist monk at the temple, and for vacation.

Note: The entire pattern of Cambodian life is determined by the Buddhist religion. The family is very large, including not only the parents and children but also grandparents, uncles, aunts, and cousins. The father is head of the family.

*In Cambodia dessert is usually fruit. Milk is not served with meals. Coffee is mostly for breakfast.

The role of the husband is to work and provide the necessities of life for his wife and children. The wife's duty is to manage and control the family budget and take care of the home and children as well as prepare food for the whole family three times daily.

D. Features of Interest in Rome

p. 187 Show the film "Angkor Wat"* and have the students study famous monuments, as follows:

Angkor Wat: built by King Suriya Varaman II during the 12th century.

Bākong: built by Intra Varaman in 881 A.D.

Baksei Cham Krong: built by Hāsa Varaman I during the 10th century.

Pray Roup: built by Rea Chin-Tren Varaman in 961 A.D.

Takeo: built by Suriya Varaman I during the 11th century.

*Available through the Cambodian Association of America, Illinois.

ក្បួនសាមញ្ញរូប៖ ៣៖ ប្រាំពាន់ដុល្លារបូកនឹង ពីរពាន់ ស្មើនឹង ប៉ុន្មាន?

ក្បួនសាមញ្ញគណិត៖ ៣៖ ប្រាំពាន់ដុល្លារបូកនឹង ពីរ ស្មើនឹង ប៉ុន្មាន?

PRIMARY THREE

UNITS I-VII

UNIT I: CHICAGO--OUR GREAT CITY

## A. Features of the City of Chicago

p. 3 Describe important features of the Great Lakes (Lake Michigan, Lake Ontario, Lake Huron, Lake Superior, Lake Erie) and of the Tonle Sap Lake in Cambodia.

Ask the students to identify such features as the following:

| Chicago | Phnom Penh |
|---|---|
| size | |
| location | |
| climate (see p. 75) | |
| population | |
| industry and commerce | |



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Explain the transportation system of Chicago (subway, elevated, and surface trains; buses; taxi cabs; commuter boats;...)

ពន្យល់ប្រព័ន្ធដឹកជញ្ជូនក្នុងទីក្រុងឈីកាហ្គោ (រថភ្លើងក្រោមដី, រថភ្លើងលើដី, ឡានក្រុង, តាក់ស៊ី....

Explain how to use the subway in Chicago. Include the following:

Explain the subway schedule.

ពន្យល់អំពីកាលវិភាគរបស់រថភ្លើងក្រោមដី

Specify the various subway/elevated lines in Chicago.

បញ្ជាក់អំពីផ្លូវរថភ្លើងក្រោមដី និងលើដីផ្សេងៗនៅទីក្រុងឈីកាហ្គោ.

Specify the regular adult and children's fare and the fare paid by students and senior citizens.

បញ្ជាក់អំពីតារាងថ្លៃសម្រាប់មនុស្សពេញវ័យ សម្រាប់ក្រមុំ សម្រាប់និស្សិត និងជនចាស់ទុំឆ្នើមៗ

Identify regulations that students should know in regard to paying the fare.

ប្រព្រឹត្តិទៅលើច្បាប់ៗ ដែលសិស្សត្រូវដឹងអំពីការបង់ថ្លៃដំណើរ

Explain the meaning of A, B, and ALL STOPS for the Chicago subway.

ពន្យល់អំពីអ្វីទៅជាដែលហៅថា A, B, និង ALL STOPS នៅតាមរថភ្លើងក្រោមដីនៅទីក្រុងឈីកាហ្គោ.

Have the students describe some of the steps to be followed in preparing for and making a return trip by bus from their home to a given destination in Chicago.

សូមឲ្យសិស្សពិពណ៌នាពីជំហានមួយចំនួនដែលត្រូវធ្វើតាមក្នុងការរៀបចំ ដើម្បីធ្វើដំណើរទៅមកតាមឡានក្រុងពីផ្ទះរបស់ពួកគេទៅកាន់គោលដៅណាមួយនៅទីក្រុងឈីកាហ្គោ។

p. 5 Ask the students to tell in what ways both Chicago and Phnom Penh benefit from their good location.

[illegible]

Note: Cambodia has three important rivers: the Mekong River, Tonle Sap River, and Bassae River. The Mekong River intersects the Tonle Sap in the Phnom Penh region. The intersection of these two important rivers gives birth to the appellation "Four Face" River.

Ask the students to try to see a mental picture of the intersection of the Mekong and Tonle Sap rivers.

[illegible]

Show on a map of Chicago the division of Chicago into the North Side, West Side, and South Side. Point out the "Y" shape formed by the main channel and branches of the Chicago River.

[illegible]

B. Diversity of Population [illegible]

Show on an outline map of Chicago some of the communities, including the area where most Cambodians live. Assist the students in finding out some of the customs and outstanding features of the communities. Lead the students to an increased awareness of the diversity of people who have left their homeland and have come to Chicago to live; include ethnic groups of recent arrival as well as those of long standing.

[illegible]

Bring, or have the students bring, commercial catalogs; have the students point out and name various items that can be purchased in Chicago. Use the activity as a means of helping them understand this method of distributing merchandise and of developing their vocabulary.

Help the students organize a "Cambodian Day." Have them include displays of Cambodian pictures, books, art objects; book discussions; story telling; and singing of Cambodian songs.

Point out that in Phnom Penh the following ethnic groups are found:

| English | Cambodian |
|---|---|
| Chinese | |
| Vietnamese | |
| Khmer Moslem | |
| French | |
| Khmer | |
| Foreigners | |

Ask the students to estimate the number of Khmers, Chinese, Vietnamese, and Khmer Moslems in Phnom Penh and in Chicago. On the chalkboard write their responses and the numbers obtained from published materials.

Have the students name and count the large public stadiums in Chicago and in Phnom Penh.*

Describe and compare the life of the Cambodian farmer and the life of Phnom Penhians.

Have the students list the occupations of Phnom Penhians.**

Explain to the students that, because of changes in the territory of Cambodia, Phnom Penh is now closer to the southern border of Cambodia than formerly.

*In Phnom Penh there are two studiums, the Olympic Stadium and the Psa Tauch Stadium. Stadiums located in Chicago are listed in the telephone book.

**The largest employers are the governmental agencies.

Help the students locate the main network of highways radiating from Phnom Penh, and the air traffic network.

ជួយសិស្សឲ្យ ដឹងពីបណ្តាញផ្លូវធំៗ ដែលចេញពីភ្នំពេញ និងបណ្តាញអាកាសចរណ៍ ។

Explain the origin of the name Phnom Penh. Tell the Cambodian legend of an ingenious old woman called Daun Penh.

ជួយពន្យល់ប្រភពនៃឈ្មោះ ភ្នំពេញ ។
ជួយរៀបរាប់រឿងព្រេង « លោកយាយដូនពេញ » ។



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UNIT II: CHICAGO--OUR BUSY CITY

A. Supply of Basic Needs

p. 27 Visit a supermarket with the students and have them identify terms used in the business; also have them learn the names of a number of basic items that can be purchased in the supermarket.

Help the students find out where the supermarket vegetables were harvested.

Ask the students to compare the supply of vegetables in Chicago with that of Phnom Penh.

Ask the students about what happened when the supply of vegetables was cut off from Phnom Penh; ask them what would happen to the people of Chicago if, suddenly, all sources of vegetables supply were destroyed or became otherwise unavailable.

[illegible]

Point out grocery items made of milk, such as cheese, butter, cottage cheese, and yogurt. Explain their nutritional value.

Develop, with the students, a list of vegetables that they enjoy eating raw and/or in soup.

| | |
|---|---|
| salad | [illegible] |
| cabbage | [illegible] |
| green bean | [illegible] |
| cucumber | [illegible] |
| tomato | [illegible] |
| pumpkin | [illegible] |
| peanut | [illegible] |
| Chinese cabbage | [illegible] |
| radish | [illegible] |
| bean sprout | [illegible] |

Discuss various kinds of canned foods sold in the Phnom Penh market. Ask the students to compare the quality of canned and home-cooked foods.

[illegible]

ក្រុមការងារ ដែលការងារ អំពី ប្រឹង្គ ដឹងអំពីការងារ ដែលមាន
ជំងឺ ដែលអាចកើតមាន

Have the students list fruits sold in the Phnom Penh market, such as:

| | |
|---|---|
| banana (several varieties) | ចេក |
| watermelon | ឪឡឹកឪ |
| sweet cucumber | ត្រសក់ស្រូវ |
| mango | ស្វាយ |
| papaya | ល្ហុង |
| tara root | ត្រាវ |
| apple | ផ្លែប៉ោម |
| durian | ទុរេន |

Bring newspaper advertisements to school to explain the practice of discounting prices for vegetables and other grocery items. Compare this practice with ways of retailing products in Cambodia.

ដូចគ្នានេះដែរ ការលក់ដូរបែបនេះក៏មានតាមទីផ្សារ ឬតាមហាង
ពាណិជ្ជកម្មនានាដែរ ដូច្នេះ ដើម្បីអោយសិស្សមានយល់បន្ថែម
ពីបែបនេះ គ្រូត្រូវយកពាក្យសរសេរពីការលក់ដូរបែបនេះ
មកឱ្យសិស្សអានតាមផ្ទះ ហើយសួរសិស្សថា តើមានអ្វីខ្លះ



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Have the students read aloud and repeat the names of vegetables seen in the above newspaper clippings. Have them also spell the words aloud.

បង្ហាញសិស្សឲ្យអានតាម ឈ្មោះបន្លែផ្សារ
ដែលមាននៅក្នុងកាសែតខាងលើ។ បង្គាប់សិស្សឲ្យ
ប្រកបការកាត់សេះ ដោយភ្លាមៗ។

Ask the students why Cambodians prefer to eat fresh vegetables.

សួរសិស្សពីហេតុដែលជនជាតិខ្មែរចូលចិត្តបរិភោគបន្លែស្រស់។

List on the chalkboard the kinds of fish sold in the market in Cambodia.

ប្រាប់សិស្សអំពីហេតុដែលប្រជាជនខ្មែរចូលចិត្ត
ជ្រើសរើសបរិភោគត្រីទឹកសាប ជាងត្រីសមុទ្រ។

Ask the students why Cambodian people prefer eating fresh water fish to sea fish.

សួរសិស្សពីហេតុដែលជនជាតិខ្មែរចូលចិត្តបរិភោគ
ត្រីដីកកាសាប ជាងត្រីសមុទ្រ។

Explain the meaning of <u>open housing</u>.

ប្រាប់ពីន័យនៃពាក្យ ទីជម្រកសាធារណៈ។

Explain the meaning of the following: advertising brand name, consumer, retailer, wholesale, generic product.

B. <u>Provision for Business and Industry</u> ការរៀបចំសំរាប់អាជីវកម្ម និងឧស្សាហកម្ម

p. 30 Explain to the students the need to fill out the census form and the advantages of collecting census data.

ប្រាប់ពីន័យសិស្សអំពីការចាំបាច់ក្នុងការបំពេញ
សន្លឹកនៃការស្ទង់ចំនួនប្រជាជន ការផ្តល់សម្ភារៈ។

Have the students take a census of their parents, relatives, and friends for the purpose of determining the kinds of occupations they are engaged in. With the students, make a list of the collected data.

ជួយសិស្សឲ្យធ្វើ សង្គ្រួតតា លើឪពុកម្តាយ
បងប្អូន និង មិត្តភក្តិ ដើម្បីរកមើលថាតើ ពួកគេធ្វើការងារ
អ្វីខ្លះ ។ ជួយសិស្សរៀបចំបញ្ជី សង្គ្រួតតានេះ ជាមួយ
សិស្ស ។

Describe for the students additional occupations of Chicagoans.

ជួយសិស្សរកការងារផ្សេងៗ ទៀតក្នុងសហគមន៍ ។

Help the students make a list of ways in which the census data gathered by the federal government are used to help the community.

ជួយសិស្សរៀបចំបញ្ជីវិធីសាស្ត្រ ផ្សេងៗ ដែលសង្គ្រួតតា
សម្រាប់ប្រយោជន៍ក្នុងសហគមន៍ ។

Ask the students to describe how money is used in Cambodia, and ask them if they have seen in the United States the practice of bartering.

សួរសិស្សថាតើ ប្រាក់ត្រូវបានប្រើ ដូចម្តេច (ក្នុងប្រទេស
ខ្មែរ) ហើយសួរថា តើពួកគេធ្លាប់ឃើញ ការដោះដូរទំនិញ
ដោយគ្មានប្រាក់ ឬទេ ។

Explain why people and various institutions deposit money in banks, and indicate roles played by banks in the nation's economy.

ពន្យល់ថាតើ ហេតុអ្វីបានជា មានមនុស្ស និងស្ថាប័ន
ផ្សេងៗ ដាក់ប្រាក់ ក្នុងធនាគារ ហើយនិយាយ ពីតួនាទី
ដែលធនាគារ ដើរតួ ក្នុងសេដ្ឋកិច្ចជាតិ ។

Explain why checks are issued by people to make payments; explain the procedures involved in Chicago and in Phnom Penh.

ប្រាប់សិស្ស ពីហេតុអ្វី មានអ្នកចេញបង្កាន់ដៃប្រាប់
អំពីការទូទាត់ ប្រាប់សិស្សអំពីរបៀបចេញបង្កាន់ដៃនៅសិកាគ្គូ
និងនៅភ្នំពេញ។

p. 32 Ask the students why buildings erected in the Loop are tall and why there are only a few factories in the Loop. Ask them whether they saw tall buildings in Phnom Penh, and have the students name the buildings.

ប្រាប់សិស្ស ពីហេតុអ្វីបានជាអាគារខ្ពស់ៗ មានក្បែរតែ
សម្បុរក្នុង នៅក្នុងជាន់ ឈើតែប៉ុណ្ណោះ។ ពីហេតុអ្វីបានជាមានរោងចក្រ
មានតែបន្តិច នៅក្នុងជាន់។ សួរសិស្សថាតើគេបានឃើញអាគារខ្ពស់ៗ
នៅភ្នំពេញ ឬទេ។ ប្រាប់ឈ្មោះអាគារទាំងនោះ។

C. Provision for Trade and Transportation ការរៀបចំសំរាប់ពាណិជ្ជកម្ម និង ការដឹកនាំ

p. 32 Draw on an outline map of Cambodia the waterways used to bring goods to Phnom Penh.

ប្រាប់ឲ្យសិស្សគូរលើផែនទីប្រទេសកម្ពុជា អំពីផ្លូវទឹក ដែលគេ
ប្រើ សំរាប់នាំយក ទំនិញមកភ្នំពេញ។

Explain the following adages and ask the students to repeat them: Time is money. Silence is golden.

ពន្យល់សុភាសិត ទាំងពីរនេះ ប្រាប់សិស្សឲ្យ
ចាំអាង ។ «ពេលវេលាគឺជាប្រាក់ ស្ងៀមជាមាស»

p. 33 Have the students draw pictures of transportation facilities that they think will exist in few years. Have the students explain to the class the designs and working conditions.

ក្នុងបង្កើបសិក្សា គេមិលឃើញសេចក្តីលម្អិតនៃការប្រើប្រាស់
ទំនើបៗ ដែលពាក់ព័ន្ធនឹងការដឹកជញ្ជូនតាមផ្លូវទឹក ក្នុងរយៈ
ពេលកន្លះសតវត្សចុងក្រោយនេះ ដើម្បីឲ្យសិស្ស

Explain the meaning of the following words and provide means for the students to practice saying and using the words:

| | | | |
|---|---|---|---|
| harbor | ទំនប់ | breakwater | កំពែងការពារទឹកសមុទ្រ |
| magnet | អាម៉ង់ | dredge | ជីកដីក្រោមទឹក |
| seaport | ទំនប់សមុទ្រ | pile | បង្គោល |
| wharf | ឃោងទំនប់ | shipshape | ស្អាតបាតល្អរៀបរយ |
| pier | ស្ពានសំរាកដង្ហែ | bilge | ចាងក្រុម |
| crane | គ្រឿងប្រើសម្រាប់លើកដាក់ | gear | ឧបករណ៍ |
| warehouse | ឃ្លាំង | mooring | ចងភ្ជាប់, ចាក់ចងភ្ជាប់ |
| dock | ទំនប់ | topside | ខាងលើ |

p. 34 Make plans to obtain a series of pictures that show the design of present-day transportation in Phnom Penh--surface, air, and water--and designs of the past. Exhibit the pictures and have the students compare the old and new designs.

ក្នុងរៀបចំរបៀបរបបនៃការដឹកជញ្ជូនតាមទឹក ក្នុងរាជធានីភ្នំពេញ
ដែលមានសព្វថ្ងៃនេះ គឺដូចជា -- សម្ភារៈដឹកជញ្ជូនតាម
ផ្លូវទឹក ផ្លូវអាកាស និងផ្លូវដីក្នុង ត្រូវមានបង្ហាញនូវទាំង
រៀបរបៀបសម័យ និងសម្ភារៈទាំងអស់ដែលធ្លាប់មក



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Show, through use of a globe, how airplanes fly from Chicago in any direction around the world. Explain what the term great circle route means.

D. Provision for Government Service

Ask the students to discuss the rules and regulations of their lives at home, at school, and in the community.

Ask the students to list and discuss the duties and obligations of a Cambodian as a new settler in the United States.

Choose one office in an election to be held soon, and discuss with the student the qualities and abilities that candidates running for that office should have in order to assume the duties and responsibilities of the office.

Explain the meaning of the following:

| | | | |
|---|---|---|---|
| election | | mayor | |
| poll | | council | |
| vote | | alderman | |
| citizen | | ward | |

| | | | |
|---|---|---|---|
| voting booth | បន្ទប់បោះឆ្នោត | property | ទ្រព្យសម្បត្តិ |
| voting machine | ម៉ាស៊ីនបោះឆ្នោត | taxes | ពន្ធ |
| registered | ចុះឈ្មោះ | tenant | អ្នកជួលផ្ទះ |

Help the students list the public services provided for the school community.

ជួយដល់សិស្សឲ្យដឹងអំពីកន្លែងសាធារណៈនានាសម្រាប់សហគមន៍នៃសាលារៀន។

Help the students find out where and how taxes are collected in Chicago--such as from business owners, home owners, landlords, purchasers of car and marriage licenses.

ជួយសិស្ស ... អំពីកន្លែងនិងរបៀបបង់ពន្ធនៅទីណាខ្លះក្នុងទីក្រុងឈីកាហ្គោ ដូចជា អ្នកមានហ៊ុនក្នុង ម្ចាស់ផ្ទះ អ្នកជួលផ្ទះ អ្នកលក់ឡាន ប័ណ្ណអាពាហ៍ពិពាហ៍។

Have the students locate the streets in their neighborhood which have parking meters. Help them determine the reasons why the parking meters are needed. List on the chalkboard the parking regulations.

ជួយឲ្យសិស្សដឹងថាពេលខ្លះប្រជាជនត្រូវការជំនួយពីសង្គម ពន្យល់ពីឧទាហរណ៍នៃសេវាកម្មដែលផ្តល់ដោយសង្គម ប្រាប់ពីលក្ខខណ្ឌមួយចំនួនសម្រាប់ទទួលសេវាកម្មទាំងនេះ។

Explain to the students that sometimes people need help from a social agency. Give examples of services provided by social agencies, and explain some of the requirements for receiving the services. Ask the students to find out the location of social services in their community and the hours when the agencies are open for service. Explain the sources of the money for providing the services, such as--

ជួយពន្យល់សិស្សអំពីថាតើការសម្រេចចិត្តពាក់ព័ន្ធនឹងអ្នកណាខ្លះ។ ជួយពន្យល់អំពីអត្ថប្រយោជន៍ដែលទទួលបានពីការសម្រេចចិត្តនោះ។

ស្ថាប័ន ស្ថាប័នសង្គ្រោះ ការប្រមូលទានសម្រាប់ការសង្គ្រោះ ក្រុមជំនុំកម្ពុជាដើម្បី
សន្តិភាពពិភពលោក ក្រុមការងារសម្រាប់ការជួយសង្គ្រោះ សម្រាប់
ក្រុម សង្គ្រោះអន្តរជាតិ៖

Crusade of Mercy collections

March of Dimes campaign

Poppy Day

Asian Human Service fund raising

Catholic Charities collection

Jewish Federation of Chicago fund raising

Salvation Army collections

Compare the budget of Chicago with that of Phnom Penh.

ប្រៀបធៀបការប្រើប្រាស់ថវិកាទីក្រុងឈីកាហ្គូ ជាមួយនឹង
ថវិកាក្រុងភ្នំពេញ។

Examine a copy of the budget for the school. List on the chalkboard the categories for which funds are provided for operating and maintaining the school. Make a circle, divide it into sections based on the expenditure for each category, and label each section. Use colored chalk or colored strips to accentuate this activity. Have the students individually draw and complete the circle as described.

ពិនិត្យច្បាប់ថវិកាសម្រាប់សាលារៀន។ រាយប្រភេទសម្រាប់
ប្រតិបត្តិសម្រាប់សាលារៀន ធ្វើរង្វង់មួយ ចែកវាជាផ្នែក
ដោយផ្អែកលើ ចំណាយសម្រាប់ប្រភេទនីមួយៗ និងដាក់ស្លាក
ដាក់ស្លាកនីមួយៗ ប្រើប្រាស់ ក្រដាសពណ៌ ឬ ក្រដាសពណ៌
ដើម្បីធ្វើឱ្យសកម្មភាពនេះ ពន្លឺ។ ឱ្យសិស្សគូរ និងបំពេញ
រង្វង់ដោយឯកជន ដូចដែលបានពិពណ៌នា។

[illegible]

E. Function as "Heart" of a Metropolitan Area

[illegible]

Ask the students to name and discuss the outstanding features of a suburban area of Chicago.

[illegible]

Tell the students about the availability of night tours in Chicago, in order to help them understand the Chicago environment at night. Whet their interest by describing part of a tour.

[illegible]

Explain the meaning of festival by listing and discussing the following events:

St. Patrick's Day activities

American Legion parade

Memorial Day activities

Khmer Independence Day festival

UNIT III: CHICAGO--OUR FAMOUS CITY

A. Center of Attraction

p. 58 Explain why Chicago is a logical place for the International Trade Fair. Use the map to illustrate the explanation.

Ask the students whether they found luxurious hotels for tourists in the capital of Phnom Penh. Have them name the hotels: Monorom Hotel ( ) and Le Phnom Hotel ( ).

Show pictures of the Columbian Exposition and the Century of Progress Exposition, and discuss the meaning of their titles.

Explain the meaning of the word convention, and give examples.

Ask the students to tell why they think Chicago is called the "Convention City."

Have the students name free entertainment centers in Phnom Penh.

ជួរដូចគ្នាសិស្សរាយឈ្មោះ ចំណុចកំសាន្តសម្រាប់
សាធារណៈ នៅរាជធានីភ្នំពេញ។

Obtain a copy of the Directory of the Chicago Public Schools and show the students the listing of the high schools. Use the telephone book to point out the name and location of colleges and universities located in Chicago. Explain City Colleges.

ជួរដូចគ្នាលោកគ្រូមានសម្រាប់សាលាសាធារណៈនៅឯណាខ្លះ
មានបង្ហាញសិស្ស។ ជួរក្រៅស្រុកនៅជួរសម្លឹង មាន បង្ហាញ
ឈ្មោះ ទីតាំងនិងទីតាំង មហាវិទ្យាល័យ សាកនៅឯណាខ្លះ។

p. 61 Have the students locate and write the name, address, and phone number of the public library nearest their home. Tell the students that they can use the resources of any library in the city. Show them where the listing of libraries is located in the telephone book.

ជួរពាក្យសិស្សគួរមានទីតាំងនិងលេខឈ្មោះ, អាស័យដ្ឋាន
ច្រើនជាងនៅជួរសម្លឹង ទីតាំងបណ្ណាល័យសាធារណៈនៅក្នុង
ក្រុងរបស់ពួកគេ។ ជួរពន្យល់សិស្សថា គេអាចប្រើសម្ភារៈរបស់
បណ្ណាល័យណាមួយនៅក្នុងទីក្រុង។

Tell the students about library procedures, and visit a local library with the students to help them become better acquainted with library services and procedures. Have each student examine and take notes on materials concerned with a pre-chosen research project.

ជួរពន្យល់សិស្សអំពីរបៀបនៃបណ្ណាល័យ ក្រោយមកយើងទៅ
ដើរសិក្សាការនៅបណ្ណាល័យណាមួយជាមួយ។ ជួរបង្គាប់សិស្ស
ឱ្យតែងសិក្សា ក្រោយមកវិញ សម្ភារៈគួរ ទីតាំងតាក់ទងនៅ
ទីណា អត្ថប្រយោជន៍ណា ទីតាំងរៀបចំដូចម្តេចជាដើម។



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Take the students to the Christmas around the World Exhibit at the Museum of Science and Industry, to increase their understanding of various ethnic groups in Chicago.

C. Center of Architecture

Help the students name the expressways in Phnom Penh.

Explain the collection of tolls on the Illinois Tollroad. Ask the students whether highway tolls were collected in Phnom Penh or in Cambodia. Explain that only a few highways in the United States require the payment of tolls.

Have the students name and draw the tallest building in Chicago Ask them how it compares in height with the world's tallest buildings and with tall buildings in Phnom Penh and in many cities in the United States.

Obtain and show pictures of such buildings in Chicago as the Merchandise Mart, Sears Tower, Navy Pier ones, Hancock Building, Prudential Building. Point out some of their architectural features.



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ប្រាប់សិស្សអោយប្រាប់ពីការអភិវឌ្ឍន៍ទីក្រុងឈីកាហ្គូ
ដ៏ធំធេងមែន ។ តំបន់ណាខ្លះ ទើបត្រូវ ហាក់កុក , អោយត្រូវបានស្តារឡើងវិញ។

Explain the term urban renewal and locate urban renewal areas on a Chicago map.

ប្រាប់សិស្សអោយដឹងពីគម្រោងថ្មីទាំងឡាយ ដែលកំពុងធ្វើឡើង ដើម្បីធ្វើ
ការស្តារ និងកែលម្អ តំបន់ក្រុងឡើងវិញ ដើម្បីឲ្យ
ការងារនេះបានល្អប្រសើរ

Tell the students how the new downtown mall is part of a much greater plan to beautify and revitalize the downtown area and better serve Chicagoans. Explain the plan and the latest development.

ប្រាប់សិស្សពីរបៀបដែលគេបានបង្កើតឡើង ជាតំបន់ព្រៃឈើ
ដ៏ធំ សម្រាប់ប្រើប្រាស់ក្នុងពេលក្រៅម៉ោងធ្វើការ ។

D. Center of Beauty ចំណាស់នៃភាពស្រស់ស្អាត

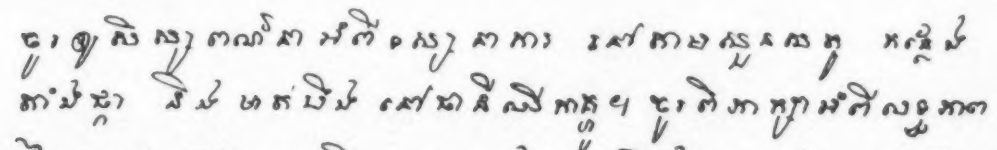
Discuss the park system in Chicago and the Forest Preserves. Include the reasons why so much land has remained preserved for the enjoyment of the people. Have the students name and locate the park(s) in their neighborhood. Ask them the names of parks they used or knew about in Cambodia.

ពន្យល់អំពីការសម្អាតទីក្រុងឈីកាហ្គូ និងភ្នំពេញ ។
ពន្យល់ពីមូលហេតុដែលធ្វើឲ្យទីក្រុងមានភាពស្អាត
ដូចសព្វថ្ងៃនេះ ។ ប្រាប់សិស្សអោយដឹងពីឈ្មោះនៃសួនច្បារ
ឬតំបន់ដែលមានសួនច្បារ ក្នុងតំបន់ដែលពួកគេរស់នៅ ។
សួរពួកគេពីឈ្មោះនៃសួនច្បារ ដែលពួកគេធ្លាប់ស្គាល់ ឬធ្លាប់ទៅលេង
នៅកម្ពុជា ។

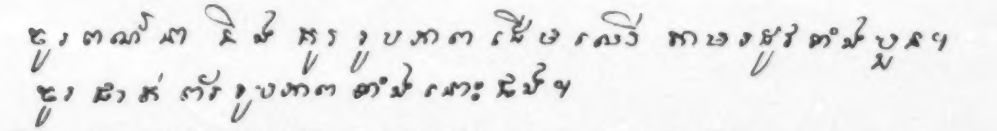
Help the students describe street cleaning in Chicago and in Phnom Penh.

ជួយសិស្សអោយដឹងពីរបៀបសំអាតផ្លូវនៅឈីកាហ្គូ
និងភ្នំពេញ ។

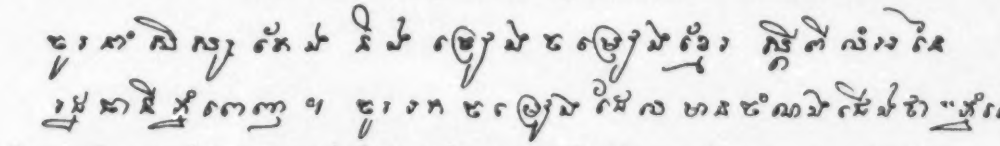
Ask the students to describe their visits to a zoo, flower conservatory, and beach in Chicago. Have the students discuss the impact of the changing seasons on the use of the facilities visited.



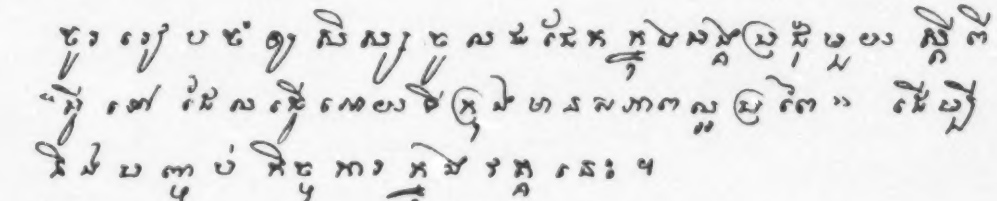
Describe and draw pictures of trees as they look in each of the four seasons. Color the pictures.



Have the students sing a Cambodian song describing the beauty of Phnom Penh. Consider using the song entitled "Phnom Penh."



Have the students participate in a panel discussion on the topic "What Makes a City Beautiful?" as a summary activity for this unit.



UNIT IV: CHICAGO--OUR EARLY HISTORY

ខ្លឹមសារទី៤: ឈីកាហ្គូ--ប្រវត្តិសាស្ត្រដើម

A. Indians of Chicagoland ជនជាតិអាមេរិកាំងនៅតំបន់ឈីកាហ្គូ

Tell the students about the early history of the capital of Cambodia, Phnom Penh.

ប្រាប់ក្រុមសិស្សអំពីប្រវត្តិសាស្ត្រនៃរាជធានីភ្នំពេញ ប្រទេសកម្ពុជា។

Obtain pictures of Indians living in Chicago and show them to the students.

ប្រមូលរូបភាពជនអាមេរិកាំងដើម នៅឈីកាហ្គូ មកបង្ហាញសិស្ស។

Ask the students to pretend to be a Chicago Indian talking to a visitor. Have them tell the visitor about the weather, plants, waterways of the region and about interesting things they do.

ប្រាប់សិស្សថាជនអាមេរិកាំងដើម ប្រាប្តូរគ្នាបំផ្លាញអាសាគ្នា អំពីដាក្នុងភាសា ដើម្បីសើ ប្រវត្តិនៅក្នុងមជ្ឈដ្ឋាននេះ ត្រូវតាំងក្រុមអំពីរបស់សំខាន់ៗ ដែលជនអាមេរិកាំងដើមបានធ្វើ។

Ask the students to find out the origin of the word Illinois. Review the library skills required for this activity.

ប្រាប់គេនូវប្រភពដើម នៃពាក្យ អ៊ីលីណយ ប្រាប្តូរគ្នាការស្វាគមន៍ ភាមបណ្ណាល័យ។

Discuss the ways in which the Indians helped the first settlers in the Chicago area. Discuss the lifestyle of the first settlers.

តំណាក្រុមអំពីមធ្យោបាយ ដែលជនអាមេរិកាំងដើមបាន ជួយ ក្នុងការអភិវឌ្ឍន៍ តាមបណ្តាស់ ដើម្បីបង្កើត ឈីកាហ្គូ។ ប្រាប្តូរគ្នាអំពីលក្ខណៈរស់ នៅនៃជនអាមេរិកាំងនេះ ដែរ។

Tell the students how and why the settlement grew at the point where Lake Michigan and the Chicago River meet.

ប្រាប់សិស្ស ពីហេតុអ្វីបានជាការតាំងលំនៅនៅត្រង់ចំណុច
ដែលទន្លេមីឈីហ្គែន និងទន្លេឈីកាហ្គូ ជួបគ្នា។

Illustrate on the chalkboard the type of Indian shelter that can be seen in replica at the Field Museum. Have the students copy the illustration and label it in Cambodian and English.

គូរបង្ហាញ សំណង់ទីជនអាមេរិកដើម តាមក្តារខៀន។ ប្រាប់
សិស្សឲ្យចម្លងគំនូរតាម ឲ្យបានត្រឹមត្រូវ ហើយដាក់ឈ្មោះជា
ភាសា និង ជា អង់គ្លេសគ្រប់។

Discuss and demonstrate Indian sign language. Have the students practice the sign language demonstrated.

ពិភាក្សា និង បង្ហាញ ភាសាសញ្ញាទីជនអាមេរិកដើម។ ប្រាប់
សិស្សឲ្យអនុវត្ត ភាសាសញ្ញានេះ។

Play a record of Indian songs. Demonstrate an Indian dance, and have the students dance and sing in Indian style.

ដាក់ថាសចំរៀងជនអាមេរិកដើម។ បង្ហាញសិស្សឲ្យរៀនរាំ ច្រៀង
តាមទម្រង់ជនអាមេរិកដើម។

Describe the training of young Indian girls in early Chicago and have the students compare it with the training of Cambodian girls at home.

ប្រាប់ការហ្វឹកហ្វឺនក្មេងស្រីជនអាមេរិកដើម តាមរយៈ
ប្រភេទ នៃ ឈឺ ការ ឲ្យ ចាំ ច្បាប់ ច្រៀប ច្រៀប នៃ
ជីវភាព ប្រៀនប្រដៅ ការ ច្បាប់ ទន្ទឹង នៅ តាម ផ្ទះ។

Have the students study a particular tribe, including the way the tribe lived, the shelter they built, the governance of the people, the names of famous chiefs, and the punishment for disobeying tribal laws.



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ជួរឈ្មោះពាក្យខាងក្រោមនេះ ដោយបង្ហាញអំពីរបៀបរស់
នៅ និងសកម្មភាពរបស់ជនជាតិឥណ្ឌាអាមេរិក ឈ្មោះទាំងនេះ
ត្រូវបង្រៀនសិស្ស។

Explain the following words and have the students learn them:

| | |
|---|---|
| Pontiac | Shabbona |
| Blackhawk | Sauganash |
| Black Partridge | Big Foot |
| Wa-Baun-See | Illini |
| Little Turtle | Little Sioux |

Compare the Indian way of living with that of Cambodians in ancient times.

ជួរឈរដើម្បីការប្រៀបធៀបការរស់នៅរបស់ជនជាតិអាមេរិក និងប្រជាជន
ខ្មែរសម័យបុរាណ។

Plan with the students a visit to the American Indian wings of the Field Museum. Point out some of the displays, such as clothing, tools, handiwork, and the replica of an Indian dwelling. Visit the museum with the students, and have them write a report which will serve as a summary of their study of the American Indian.

ជួរបង្ហើរគំនិតសម្រាប់ការទៅកាន់សារមន្ទីរ។ ជួរពិនិត្យ
សិនរបស់ខ្លះ បំពាក់ , សម្ភារៈ, និង ល។ ជួរឲ្យ
សិស្សធ្វើរបាយការណ៍អំពីការទស្សនានេះ ដែ
ការបង្ហាញនៅក្នុងការសិក្សារបស់ជនជាតិអាមេរិក និង
សង្ខេប។

B. The First Visitors ទស្សនិកជនដំបូងគេបង្អស់

Bring to school several coats to demonstrate the kind of winter coats worn by Chicagoans. Illustrate other kinds by means of newspaper or catalog advertisements. Explain what the coats are made of and what the prices are. Have the students compare Chicago winter coats with those of people in Cambodia and with the winter outer clothing of the early settlers in Chicago.

ប្រមូលអាវធ្ងន់ៗមួយចំនួនមកសាលារៀន ដើម្បីបង្ហាញសិស្សពីប្រភេទអាវធ្ងន់ដែលប្រើប្រាស់ដោយប្រជាជនក្នុងទីក្រុងឈីកាហ្គោ។ ប្រើរូបភាពពីកាសែត ឬកាតាឡុកដើម្បីបង្ហាញប្រភេទផ្សេងទៀត។ ពន្យល់ពីសម្ភារៈដែលអាវទាំងនោះធ្វើពីអ្វី និងតម្លៃរបស់វា។ ប្រៀបធៀបអាវធ្ងន់ឈីកាហ្គោជាមួយនឹងអាវធ្ងន់ដែលប្រើប្រាស់ដោយប្រជាជននៅកម្ពុជា និងជាមួយនឹងអាវធ្ងន់ដែលប្រើប្រាស់ដោយអ្នកតាំងទីលំនៅដំបូងបំផុតនៅទីក្រុងឈីកាហ្គោ។

C. The First Settlers អ្នកតាំងទីលំនៅដំបូងបំផុត

Tell the students about the first permanent residents and where the trading post of Jean Baptiste DuSable was located. Make a drawing of the site of DuSable's home and compare it with the present building on that site. Point out that a Chicago high school is named for DuSable.

ប្រាប់សិស្សអំពីអ្នកចាកចេញតាំងទីលំនៅជាអចិន្ត្រៃយ៍ដំបូងបំផុត និងកន្លែងដែលស្ថានីយការដូរទំនិញរបស់ Jean Baptiste DuSable ស្ថិតនៅ។ គូរគំនូរនៃទីតាំងផ្ទះរបស់ DuSable ហើយប្រៀបធៀបវាជាមួយនឹងអគារបច្ចុប្បន្ននៅលើទីតាំងនោះ។ ចង្អុលបង្ហាញថាវិទ្យាល័យមួយនៅទីក្រុងឈីកាហ្គោត្រូវបានដាក់ឈ្មោះតាម DuSable។

Tell the students about the international trading post in Phnom Penh and indicate on the chalkboard its location.

ប្រាប់សិស្សអំពីស្ថានីយការដូរទំនិញអន្តរជាតិនៅភ្នំពេញ ហើយសរសេរទីតាំងរបស់វានៅលើក្តារខៀន។

Plan a field trip to the Chicago Historical Society to study the early settlement patterns in Chicago. Explain some of the points of interest, such as the homes of DuSable and Kinzie, Beaubien's Inn, Wolf Point, Fort Dearborn, and the Illinois portage. Visit the Society with the students, and have the students write a report of this field experience.

ធ្វើដំណើរកម្សាន្តទៅសមាគមប្រវត្តិសាស្ត្រឈីកាហ្គោ

[illegible]

Compare the ways the children of the early settlers helped as members of a family with the ways the Cambodian children helped their parents.

[illegible]

p. 97 Compare the problems affecting the life of the early settlers with those that affect the life of the Cambodian newcomer in Chicago.

[illegible]

D. Highlights of Growth from Town to City

[illegible]

Discuss why the Indian's way of living was not acceptable to the settlers in the Chicago region. Compare this situation with the present adjustment of the Cambodian refugees in Chicago.

[illegible]

On the map of Chicago locate the Cambodian Craft Center. Tell the students what its purpose is. Describe the Center.

[illegible]

ಶಿಕ್ಷಕರು ಶಾಲೆಯ ಮಕ್ಕಳಿಗೆ ಚಿಕಾಗೊ ಮಹಾ ಅಗ್ನಿಯ ಕಥೆಯನ್ನು ಓದಿ ಹೇಳಬೇಕು.

Read to the students the story of the Great Chicago Fire.

ಶಿಕ್ಷಕರು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಚಿಕಾಗೊ ನಗರದ ಧ್ವಜ ಮತ್ತು ಮುದ್ರೆಯನ್ನು ಬಿಡಿಸಲು ಹೇಳಬೇಕು.

E. <u>The Flag and Seal</u> ಧ್ವಜ ಮತ್ತು ಮುದ್ರೆ

Ask the students to draw the flag and the seal of Chicago.

ಚಿಕಾಗೊ ನಗರದ ಧ್ವಜ ಮತ್ತು ಮುದ್ರೆಯಲ್ಲಿರುವ ಚಿಹ್ನೆಗಳ ಅರ್ಥವನ್ನು ಸಣ್ಣ ವಾಕ್ಯಗಳಲ್ಲಿ ಬರೆಯಲು ಹೇಳಬೇಕು.

Ask the students to explain, by writing short sentences, the meaning of the symbols and colors of the flag of Chicago.

ಶಿಕ್ಷಕರು ಮಕ್ಕಳು ಯಾವ ಯಾವ ಬಣ್ಣಗಳನ್ನು ಬಳಸಿದ್ದಾರೆ ಎಂದು ಪರೀಕ್ಷಿಸಿ ಅವರಿಗೆ ಕೆಂಪು, ಬಿಳಿ ಮತ್ತು ನೀಲಿ ಬಣ್ಣಗಳನ್ನು ಬಳಸಲು ಹೇಳಬೇಕು.



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UNIT V: CHICAGO--OUR OWN CITY

ខ្ញុំ ជីកាគូ: ទីក្រុង ... របស់យើង

A. Recognition of Famous Names in Chicago History

ការទទួលស្គាល់ នាមសំខាន់ៗ នៅក្នុងប្រវត្តិសាស្ត្រ ជីកាគូ

p. 112 Ask the students to give the name of the mayor of Chicago and of the principal of the school they are attending.

សួរសិស្សអំពី នាមរបស់អភិបាលក្រុង ទីក្រុង ជីកាគូ និង នាយកសាលា។

Locate on a map of Chicago places named for prominent persons, such as Wrigley Field, Cominsky Park, Shedd Aquarian, and Adler Planetarium.

ប្រើប្រាស់ នាមនៃជនល្បីៗ នៅកន្លែងទេសចរណ៍ នៃទីលានជាក់ស្តែង: ឧទាហរណ៍ សួរសិស្ស អ្នកណា ដែលធ្លាប់ ទៅមើល កន្លែងល្បីៗ ដូចជា, ស្តេត ស្ត្រីត....។

B. Responsibility for Cleanliness and Beauty

ការទទួលខុសត្រូវ អំពីការសំអាត និង ស្អាត

p. 114 Make a list of the various organizations which are dedicated to the improvement or beautification of Chicago--for example, the State Street Council, The Chicago Association of Commerce and Industry, and The Old Town Triangle Association. Ask the students to name additional ones.

ធ្វើ បញ្ជីរាយនាម អង្គការ ផ្សេងៗ ទីលានជាក់ស្តែង ពាក់ព័ន្ធ ការអភិវឌ្ឍ ឬ ភាពស្រស់ស្អាត នៃ ទីក្រុង ជីកាគូ ឧទាហរណ៍ ស្តេត ស្ត្រីត ខោនស៊ីល, សមាគម ពាណិជ្ជកម្ម និង ឧស្សាហកម្ម ជីកាគូ, និង សមាគម ត្រីកោណ ចាស់។ ប្រើ បញ្ជាប់ សិស្ស ឲ្យ ស្នើ ឈ្មោះ ផ្សេងទៀត។

Help the students list the various causes of air pollution in Chicago.

ជួយសិស្សឲ្យរៀបរាប់អំពីប្រភពហេតុនៃភាពកខ្វក់នៅ
ឈីកាហ្គូ។

C. Conservation of the Natural Beauty of Chicago

ការថែរក្សាសម្រស់ធម្មជាតិនៃឈីកាហ្គូ

Help the students compare interesting places of natural beauty in Phnom Penh with those in Chicago.

ជួយដល់សិស្សឲ្យប្រៀបធៀបកន្លែងគួរឲ្យចាប់អារម្មណ៍
ក្នុងភ្នំពេញ នឹងកន្លែងនៅឈីកាហ្គូ។

p. 116 Have the students study the meaning and the values of the observance of Arbor Day. Ask them whether this festivity is also celebrated in Cambodia.

ជួយឲ្យសិស្សពិនិត្យ រកអត្ថន័យនិងតម្លៃនៃពិធីបុណ្យ
ដាំរុក្ខជាតិ។ សួរសិស្សថាតើមានពិធីនេះក្នុងប្រទេស
កម្ពុជាដែរឬទេ?

Explain the meaning of the following words, and have the students write a short sentence for each word:

ជួយពន្យល់អត្ថន័យនៃពាក្យទាំងខាងក្រោម។ ត្រូវតាមដាន
ឲ្យសិស្សសរសេរប្រយោគខ្លីៗ ពាក្យនីមួយៗដែរ។

| | | | |
|---|---|---|---|
| contamination | ការធ្វើឲ្យស្មោកគ្រោក | pollution | ភាពកខ្វក់ |
| impure | ចង្រៃ, ចង្រៃស្មុគស្មាញ | smog | ខ្សែភាពយន្ត |
| insecticide | ថ្នាំសម្លាប់សត្វល្អិត | ground water | ទឹកក្រោមដី |

D. Duties of a Good Chicagoan

[illegible]

p. 118 Explain to the students how laws or regulations help the residents of Chicago, and ask them how they can be used to further develop and improve Chicago as a place of residence.

[illegible]

UNIT VI: NEW YORK--ANOTHER AMERICAN METROPOLITAN AREA

ខ្ទង់ទី ៦: ញូយ៉ក--ទីប្រជុំជនមួយទៀតក្នុងសហរដ្ឋអាមេរិក

A. Outstanding Features លក្ខណៈសំខាន់ៗ

Help the students locate New York City and its surrounding cities on the map of the United States, and help them determine the distance from Chicago. Explain the differences in economic features between New York City and Chicago, and that New York is known as a financial center and Chicago is known as an industrial city. Give reasons why New York City is nicknamed APPLE CITY, and explain the meaning of this appellation.

ជួយសិស្សឲ្យដឹងរកទីតាំងញូយ៉ក និងទីក្រុងជុំវិញ
ក្នុងផែនទីសហរដ្ឋអាមេរិក ព្រមទាំងបញ្ជាក់ចំងាយពីជ្រលងទឹកក្រឹម
ណែនាំពីភាពខុសគ្នា លក្ខណៈសេដ្ឋកិច្ចរវាងញូយ៉ក
និងឈីកាហ្គូ ញូយ៉កជាមជ្ឈមណ្ឌលហិរញ្ញវត្ថុ ឈីកាហ្គូជា
ទីក្រុងឧស្សាហកម្ម។ ពន្យល់ពីមូលហេតុដែលញូយ៉ក
ជាទីក្រុងប៉ោម ជួយសិស្សឲ្យដឹងនូវន័យនៃពាក្យនេះ។
Ask the students what famous world organization has its headquarters in New York City.*

ស្វែងរកនិងប្រមូលរូបភាពពីទស្សនាវដ្តី
ពីសំបុត្រប្រៃសណីយ៍ដែលបង្ហាញពីលក្ខណៈសំខាន់ៗ
ពីអគារខ្ពស់ៗក្នុងញូយ៉ក។

Collect pictures from magazines and post cards which show outstanding features of tall buildings in New York, such as the Empire State Building. Have the students name the buildings, and help them describe the buildings.

*Note: United Nations

ជួយសិស្សរកកន្លែងទីតាំងនៅលើផែនទី ទីក្រុងញូវយ៉ក ដែលមានកោះចំនួនប្រាំ។
ជួយសិស្សប្រៀបធៀបប្រទេសកំណើតរបស់ជនអន្តោប្រវេសន៍ដំបូងៗ
នៅញូវយ៉ក និងនៅឈីកាហ្គោ។ ប្រាប់ពួកគេថា ជនអន្តោប្រវេសន៍ដំបូងៗ
នៅញូវយ៉ក គឺជាជនជាតិហូឡង់ ហើយជនអន្តោប្រវេសន៍ដំបូងគេ
នៅឈីកាហ្គោ គឺជាជនជាតិបារាំង និងជនជាតិហៃទី។

Help the students locate on a map the five islands which form New York City. Have the students give the name of the islands.

Help the students compare the countries of origin of early settlers in New York and Chicago. Tell them that the early settlers in New York were Dutch, and the first settlers in Chicago were French and Haitian.

ប្រាប់សិស្សឲ្យរកទីតាំងវ៉ល់ស្ទ្រីត និងប្រូដវ៉េ នៅលើផែនទីទីក្រុងញូវយ៉ក
ហើយពន្យល់ពីព្រឹត្តិការណ៍ពិសេសៗ ដែលធ្វើឲ្យផ្លូវទាំងនេះល្បីឈ្មោះ។
ប្រាប់សិស្សឲ្យប្រាប់ពីអ្នកដែលមានឈ្មោះសម្រាប់ផ្លូវនីមួយៗ ដែលបានធ្វើឲ្យ
ផ្លូវទាំងនេះល្បីឈ្មោះ។

Locate Wall Street and Broadway on a map of New York City. Explain special events that make these streets famous.

ជួយសិស្សសរសេរសំបុត្រមួយច្បាប់ ទៅកាន់សិស្សថ្នាក់ទី៣
នៅសាលារៀនសាធារណៈមួយនៅញូវយ៉ក ដែលមានសិស្សខ្មែរ
ចុះឈ្មោះចូលរៀន។ ក្នុងសំបុត្រនោះ សូមឲ្យសិស្សថ្នាក់ទី៣
ទាំងនោះ ផ្តល់ព័ត៌មានអំពីសាលារៀន និងសហគមន៍របស់ពួកគេ។

Help the students write a class letter to third grade students in a New York public school which enrolls Cambodian students. Include the request that the students share information about their school and community.

Show photographs or pictures from magazines of the tallest buildings and other famous places in New York, such as--

Empire State Building

Wall Street

United Nations Building

Central Park

Statue of Liberty

Radio City

New York Stock Exchange

Fifth Avenue

Compare prices of items listed in New York City newspapers with those listed in Chicago newspapers.

ဥပမာ ပြင်းထန်သော နှင်းမုန်တိုင်းကြောင့် ကားများ မသွားနိုင်ကြသဖြင့် နို့နှင့် အသီးအရွက်များ ဈေးကြီးလာသည်ကို ကြားသိရသည်။

B. Function as City of the East Coast အရှေ့ကမ်းတစ်ခုအဖြစ် အမှုဆောင်သောအခန်းကဏ္ဍ

Discuss the reasons why New York has been selected to be the commercial center and the communication center to various countries in the world.

ဥပမာအားဖြင့် ကမ္ဘာ့နိုင်ငံများစွာသို့ ကုန်သွယ်ရေးနှင့် ဆက်သွယ်ရေးဆိုင်ရာ အဓိကဗဟိုဌာနအဖြစ် နယူးယောက်မြို့ကို ရွေးချယ်ခဲ့ကြသည့် အကြောင်းရင်းများကို ဆွေးနွေးပါ။

Compare the number of Cambodians in New York City and Chicago.

ជួយសិស្សប្រៀបធៀបចំនួនជនជាតិខ្មែរនៅទីក្រុងញូវយ៉ក និងទីក្រុងឈីកាហ្គោ។

C. Problems of the Metropolitan Area

បញ្ហានៅក្នុងតំបន់ធំៗ

Help the students compare the cost of living in New York City with that in Chicago. Bring to class an issue of a New York City newspaper and an issue of the same date of a Chicago newspaper. Compare prices of items, such as the following:

| Items | New York Price | Chicago Price |
|---|---|---|
| hot dog | | |
| housing (one room apartment) | | |
| food | | |
| hair cut | | |
| cup of coffee | | |

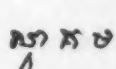
Ask the students to name two well-known cities on the east coast.

ជួយសិស្សឲ្យដាក់ឈ្មោះទីក្រុងពីរដែលស្គាល់ឈ្មោះនៅតាមឆ្នេរសមុទ្រខាងកើត។

Help the students name the two largest airports in New York City and compare them with the two largest airports in Chicago.

ជួយសិស្សឲ្យដាក់ឈ្មោះអាកាសយានដ្ឋានធំៗពីរនៅទីក្រុងញូវយ៉ក ប្រៀបធៀបជាមួយអាកាសយានដ្ឋានធំៗពីរនៅទីក្រុងឈីកាហ្គោ។

Have the students study the word welcome in various languages, such as--

| Language | How to Write | How to Say |
|---|---|---|
| English | welcome | wel kum |
| Cambodian |  | Sva Kum |
| French | bienvenu | be en ven oo |
| Japanese | Irashiai Mase | E rah she is Mase |
| Spanish | Bionvenido | Bo on ven e do |
| Polish | Witamy | Vi ta me |
| German | Vilkommen | Vil do men |
| Italian | Bienvenuto | Ben ven oo to |

UNIT VII: LONDON--A METROPOLITAN AREA OVERSEAS

ತಿಳಿಸಿಕೆಗಳು: ಲಂಡನ್... ಪ್ರಮುಖ ಮಹಾನಗರ ಪ್ರದೇಶಗಳಲ್ಲಿ ಒಂದು

A. Outstanding Features ಮುಖ್ಯವಾದ ಅಂಶಗಳು

Help the students locate on a world map the capital of the United Kingdom, London, and help them determine the distance from London to the following cities: Chicago, New York, and Paris.

ಪ್ರಪಂಚದ ಭೂಪಟದಲ್ಲಿ ಯುನೈಟೆಡ್ ಕಿಂಗ್‌ಡಮ್‌ನ ರಾಜಧಾನಿಯಾದ ಲಂಡನ್,
ಪ್ರದೇಶವನ್ನು ಮತ್ತು ಲಂಡನ್‌ನಿಂದ ಕೆಳಕಂಡ ನಗರಗಳಿಗೆ ಇರುವ ದೂರವನ್ನು
ಹೇಗೆ ಕಂಡುಹಿಡಿಯಬೇಕೆಂಬುದನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತಿಳಿಸಿಕೊಡಿ.

Illustrate, by using the chalkboard, waterways which separate New York and London.

ಚಾಕ್‌ಪೀಸ್ ಬಳಸಿ ನ್ಯೂಯಾರ್ಕ್ ಮತ್ತು ಲಂಡನ್ ನಡುವೆ ಇರುವ ಜಲಮಾರ್ಗಗಳನ್ನು ವಿವರಿಸಿ.

Discuss the advantages of waterways, and illustrate the importance of water transportation in the growth of countries and cities.

ಜಲಮಾರ್ಗಗಳ ಅನುಕೂಲಗಳನ್ನು ಚರ್ಚಿಸಿ ಮತ್ತು ದೇಶಗಳ ಮತ್ತು ನಗರಗಳ
ಅಭಿವೃದ್ಧಿಯಲ್ಲಿ ಜಲಸಾರಿಗೆಯ ಮಹತ್ವವನ್ನು ವಿವರಿಸಿ.

p. 153 Have the students point out and name the seas surrounding the United Kingdom and the Atlantic Ocean, English Channel, North Sea, and Thames River.

ಯುನೈಟೆಡ್ ಕಿಂಗ್‌ಡಮ್ ಸುತ್ತಲಿರುವ ಸಮುದ್ರಗಳು: ಅಟ್ಲಾಂಟಿಕ್
ಇಂಗ್ಲಿಷ್ ಚಾನೆಲ್, ಉತ್ತರ ಸಮುದ್ರ ಮತ್ತು ಥೇಮ್ಸ್ ನದಿಗಳನ್ನು ತೋರಿಸಿ.

Write on the chalkboard the population of the following cities and have the students list them according to the size of their population: Chicago, Paris, London, New York, and Tokyo.

Discuss the reasons why a high percentage of English words have come from other languages. Discuss the history of the Vikings and the influence of the Vikings on English civilization.

Tell the students the story of the Great Fire of London in 1666 and the lessons learned from this fire. Compare with the Chicago fire that destroyed much of the city.

B. Function as "Heart" of Many Lands

Bring to class various pictures showing such things as the following: the uniform of the policeman and of the fire fighter, and the housing architecture in London. Have the students compare these features with those they have seen in Chicago.

Discuss the rules and traffic signals for cars and boats in London.

p. 156 Point out, by use of a world map, the countries which are or have been under the administration of the United Kingdom.

Tell the students that in London various ethnic groups--such as Indians, Italians, Jamaicans, and Orientals--were found in cluster, and point them out on a map.

Tell the students that many nations have affiliation with Great Britain in the British Commonwealth. Name the countries which are members of the British Commonwealth, and have the students locate them on the map.



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Discuss the reasons why London is dependent on many lands outside the United Kingdom for its supplies of raw materials and basic foods.

Name the countries from which London gets its imported foods.

Help the students compare education, communication, air pollution, housing, and crime in Chicago, New York, and London.

Discuss the slum problem of big cities. Locate on maps slum areas in Chicago, New York, and London. Ask the students whether there is a place in the community that they consider a slum area. Help the students improve their understanding of the word slum.

Have the students study the following words used in connection with daily living in the metropolitan area. Point out differences in American English and British English. Ask them to add words to the list.

| American English | British English | Cambodian |
|---|---|---|
| truck | lorry | |
| subway | tube | |

| | | |
|---|---|---|
| radio | wireless | [illegible] |
| druggist, pharmacist | chemist | [illegible] |
| shoe repairman | cobbler | [illegible] |
| line of people | queue | [illegible] |
| gasoline | petrol | [illegible] |
| cookie | biscuit | [illegible] |
| kerosene | paraffin | [illegible] |

Discuss bank notes used in London. Compare them with American bank notes used in Chicago.

[illegible]

D. Comparison with Other Metropolitan Areas around the World

[illegible]

p. 159 Help the students locate on a map the cities in Canada where people have used French as a means of communication. Name provinces which are prominantly French-speaking and provinces which are dominantly English-speaking.

[illegible]

Have the students use the world atlas or another resource to complete the following chart:

| Cities | Population |
|---|---|
| Tokyo | |
| Chicago | |
| New York | |
| London | |
| Paris | |
| Amsterdam | |
| Hong Kong | |
| Moscow (U.S.S.R.) | |
| Bonn | |

Locate the necessary resources for the students and have them use them to compare the architecture of old buildings in the following cities: Paris, Tokyo, London, and Phnom Penh. Have the students share their findings with other members of the group.

Discuss telecommunication systems of the following cities: Phnom Penh, Vientiane, Paris, London, and New York. Tell the students which cities have the most efficient telecommunication system.



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